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STATE LIBRARY COMMISSION
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MISSOULA, MONTANA

October 1960
Volume 6
No. 1

OCT 17 1960

MONTANA

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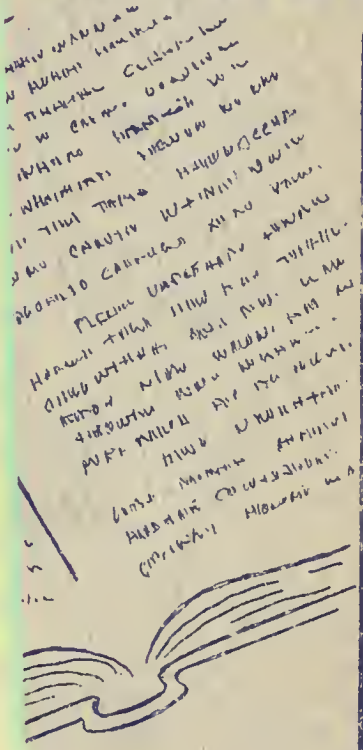

OFFICIAL PUBLICATION OF THE
MONTANA STATE LIBRARY ASSOCIATION

Volume 6, No. 1 October 1960

STATE LIBRARY COMMISSION
SOUTH AVE. & MIDDLESEX
MISSOULA, MONTANA

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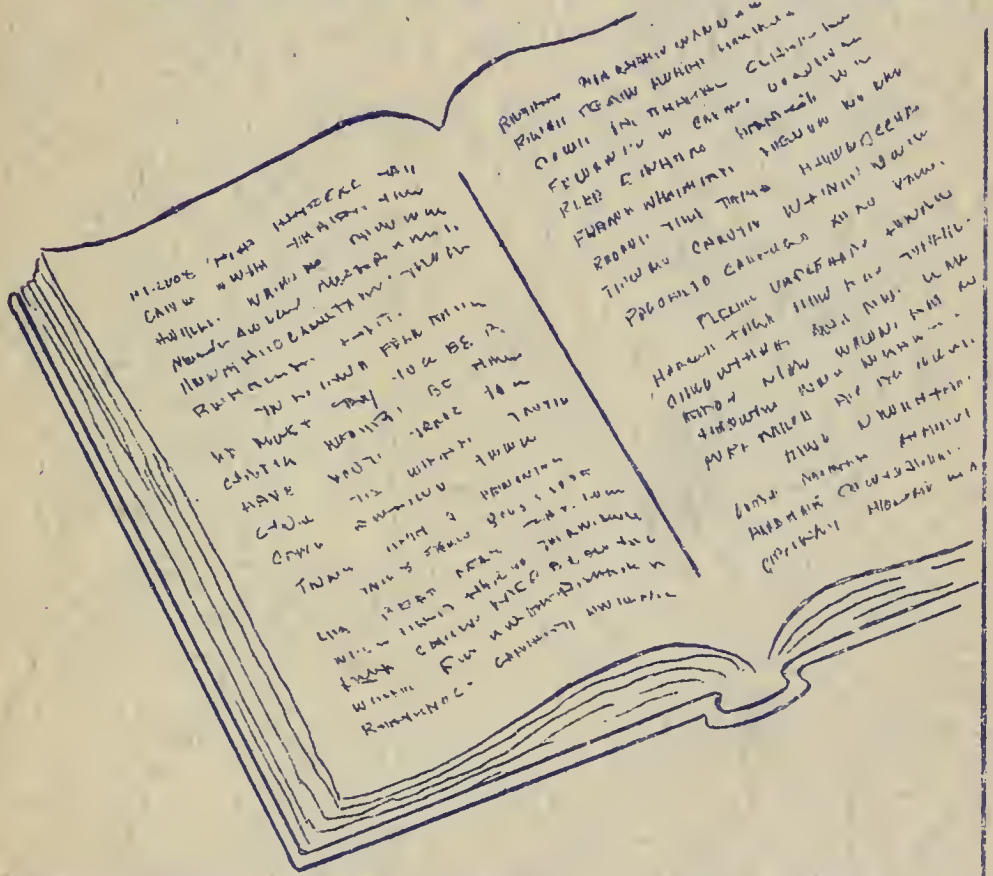
LIBRARY QUARTERLY



OFFICIAL PUBLICATION OF THE
MONTANA STATE LIBRARY ASSOCIATION

Volume 6, No. 1 October 1960

STATE LIBRARY COMMISSION
SOUTH AVE. & MIDDLESEX
MISSOULA, MONTANA

THE MONTANA LIBRARY QUARTERLY

Volume 6, No. 1 October 1960

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The Montana Library Quarterly is sent free to members of the Montana State Library Association. To all others the annual subscription is $2.00. Please enter subscriptions with the Editor, making checks payable to the Montana State Library Association.

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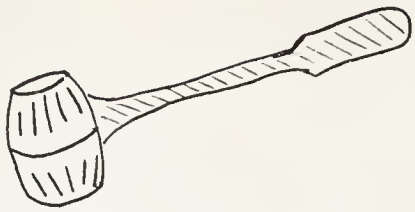
The Montana Library Quarterly is indexed in Library Literature and in Contents in Advance.

PRESIDENT'S FOREWORD



It is a real pleasure to be allowed space to greet each of you again.

I hope you had a good summer. It has been a busy and hectic one for me with NO vacation yet. The Air Base library job beckoned and I received the appointment with a GS-9 rating. However after much soul-searching and receiving a considerable increase in salary, I decided to remain with the library to which I have devoted ten years. Uncle Sam's high standards are to be commended!

There is no doubt that you are all as delighted as I over the splendid news of the extension of the Library Services Act. Now we can continue with renewed vigor our work of providing library service to ALL Montana residents.

My sincere thanks go to all Committee members who accepted responsibility so readily. With such wholehearted cooperation at the outset, we are sure to have a successful year. Please drop me a card whenever you have an idea for program or discussion groups for our May conference.

I would like to call your attention to the "Vital Issues" program which the Montana Extension Service plans to initiate in each county in October. The program was undertaken to help provide the general public with an understanding of some of the public issues facing Montana and is an outgrowth of the growing demand from Montana organizations and citizens for objective information on public policy and tax questions. We can help by encouraging and assisting in the setting up of "Vital Issues" discussion groups. Your County Extension Agent can give you all the necessary information.

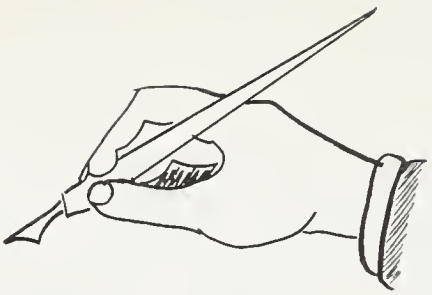
Are you contacting your legislators and informing them of the need for an adequate budget for the State Library? NOW is the time!

Best wishes to all of you for continued success in the most rewarding profession.

Helen Ewing

NATIONAL NEWSPAPER WEEK OCTOBER 15-21 1960

Guest Editorial



Good News!

What wonderful news to receive from Washington! On Monday, August 22, the Library Services Act Extension Bill passed in the House with an overwhelming majority: 190 - 29. Discussion preceding the vote was limited so that many who wished to speak for the bill were not able to because of the lack of time. Germaine Krettek tells us that from those who did speak, the comments were varied, ranging from the value of books and reading in the educational fiber of our country to the wise and frugal use that has been made of the money. Over and over again the speakers emphasized the soundness of planning and the hard, devoted work that the librarians were doing in their respective states.

Every librarian, whether in a large or small system, who has unfailingly dedicated herself to service and to the concept that books are essential to a good life, is responsible for the success of LSA. True, we could not exist or prosper without our friends to help us, but the first requisite to securing this help is the service that the many fine librarians have given.

How good, too, to receive the gratifying announcement that both Republicans and Democrats incorporated support of libraries into their national platforms!

At a time when there is throughout the nation an outcry against taxes, it is good to know that our leaders recognize the need for supporting library services. So that learning can be lifelong, libraries are essential to the progressive and intelligent communities and this the leaders of both parties recognize.

John Kenneth Galbraith in "The Affluent Society" has this to say"... the basic demand on America will be on its resources of ability intelligence and education. The test will be less the effectiveness of our material investment than the effectiveness of our investment in man. We live in a day of grandiose generalization This one can be made with confidence".

We know that even the most stubborn individualist has come to recognize that taxes are necessary. If an American family were to provide all of the services of the government for itself, the cost would be intolerable. Could a family afford to provide its own fire department, could it build and police its own roads, educate its own children, buy all the books it needs and wants, defend the home and carry on the other thousand and one services provided by government? Certainly not. No family today would even try to do these things for itself. We cannot get along without government services. And if we enjoy these benefits, we must support them by taxes.

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COLLEGE PLACE, WASHINGTON

Ann Whitmack in her excellent annual library report includes the following item: E L Thorndike in "Your City", a study of the quality of living in 310 cities, says that the two most important factors in judging the desirability of any community are:

1. The percentage of population graduating from the locally maintained public high schools.
2. The circulation per capita and tax support per capita for public library services.

Let us share these criteria with both those few who feel that any service that costs money is expendable and with our many friends and well wishers.

Ruth O. Longworth

THE READER AND THE WRITER

William B. Ready

There must be between the reader and the writer a sort of love and marriage; you can't have one without the other and the more there is love, the better is the book, the baby, the child of this union. Now all books, like all babies, do not come about as a result of love but often because of a calculated intercourse, a lustful preoccupation, a mercenary union....without love there is no good marriage nor lasting book. Love does not imply happiness by the way, in fact, to love is to suffer, and all good books that come out of the love the writer has for his reader, we, the people, in all our sorts and degrees are excoriating, angry often and rarely full of that bland good humor that we so often crave but so rarely deserve or need. The writer, then, is the lover, ardent, resourceful and full of guile, and a reader is the courted one, as full of wiles and wanton ways as any woman. The writer is a man in search of an audience, and ever since I remember I've been just that, telling stories, listening to stories and reading stories and this is the first quality a writer should possess.

Before I could tell or told the truth I was telling lies, and, bestride an old saddle-backed trunk in my parents' bedroom I used to ride with Arthur and his company and listen in envy to my companion Billy Cox who could tell better lies than I could. One day his uncle had a dromedary: that quenched me for weeks, for all the great qualities with which I had endowed my relatives never came near to that great feat. All my uncles, poor glum heroes in the British Expeditionary Force in France I had as spitting ten Germans before breakfast and tearing down German planes from the skies, or later beating up on the Black and Tans in Ireland - all lies, fine lies that caused my companions to listen and my parents to bewail, half-heartedly, my tendency away from the truth.

Now I was brought up in an old-fashioned way, in Wales. Wales is a country full of sound. You hear Wales not see it. It is an unknown country. How Green Was My Valley is a book and a film about Wales, about a Wales that never was. There's none better than Richard Llewellyn to capture the lilt, the intonation of the voice, the Celtic Sensuality that wreathes up from well-nigh every hedgerow in the Vale of Glamorgan and from the hillsides when the buds are bursting and the sap is rising. In Bronwen he has created on of the most desirable women in fiction, but as in

his new book, Up Into the Singing Mountain, he takes us to Never Never Land which is a fine place to visit as long as you know it is not Wales.

Wales as she really was in her dark days of industrial revolution can be seen clearly in The Rape of the Fair Country, by Alexander Cordell. This is a strong and licentious book of a time in Wales when the Crown hung by a thread, as from the Rhondda Valley in 1839, and the mad Feargus O'Connor threatened to lead hundreds of thousands of the Welsh colliers and miners against the Lords only to back down before the sabre-rattling as prudently and as faintly as did the Liberator Dan O'Connell a few years later at Clontarf. The life that Cordell describes in his book is all too true. The women, Irish mostly, hauling on their hands and knees the trams of coal underground, harnessed like dogs, the children of five and six working in the mines, the deaths, the maimings, the injustice of it all cried to heaven for vengeance and the masters did not seem to care. In my own novel, The Poor Hater, the first third of it is devoted to the generation that came after this and in the short stories of Gwyn Jones, the novels of Jack Jones (Black Parade, etc.) the true story of Wales is carried up to the present where this present time is recorded with art in the stories of Rhys Davis (A Pig in a Poke, etc.) and in the new first novel by Menna Gallie, Strike for a Kingdom. To know Wales you must read these books.

And I grew up an Irish in Wales, the great-grandson of those people who came over in the early days as laborers on the docks and coalfields.

Now I was brought up in an old-fashioned way, before radios and television were thriving, so that families were thrown back upon themselves for their entertainment, and night after night I used to hear stories from my mother, from my grandparents about the old days, about the family, about my Uncle Park who drank (my story Park's Cross, is about this), about my great-grandfather John Ready, who was killed in the pit disaster at the Morfa in 1890, on an Easter Monday, about how the workings were under the sea which rushed in, so that the funeral service was held out on the water and the wreathes were cast on the tide, and about my great-great-grandfather Con Mahoney, who used to sing an anti-British song, and he sang it when it was a current one. My father used to tell us about the life around the Cardiff docks, about Dan Furlong, and I have written many stories about them, one of which is in the American Hall of Fame of the Short Story. My grandfather remembered the Franco-Prussian War; he used to excuse MacMahon the Marshal of France, just because his name was MacMahon, and I loved it all. I knew where I came from, and I was happy about it, because of the stories that came out of it. All of this I've used as a writer, as every writer must use his experience if he is to make anything of his craft and sullen art.

There were always books for me to read. They were not children's books, I missed out on them and the more I think about it, the more I wonder what I missed because consider: Lewis Carroll? Charles Kingsley? Kenneth Grahame? Beatrix Potter? Rudyard Kipling? None of these even approach a normal way of life themselves and in their dark imagining and bruised and anguished contemplation seem hardly the leaders for little children amid the groves of Helicon. The sort of books that I like for children are the Cautionary Tales of Hilaire Belloc, the stories of C. S. Lewis,

and most of all, perhaps, that wonderful children's story The Hobbit by J. R. R. Tolkien.

My parents with little schooling did buy books for me listening to the cajoles of the door-to-door book salesmen so that there was an enormous set of Dickens in poor print, in a fumed oak book case that came with the set. The Talbot Press, Irish collections from whence I learned the patriotic verse that passed for poetry then, On Douglas Bridge, Owen Roe O'Neill, My Dark Rosaleen.

From school I got nothing at all, no books, no stories, just an ability to read, but with that I entered the world of books through the public library. In order to enter the public library I had to be older than I was, so at the age of six I forged the name of my headmaster who when confronted with it blandly claimed it as his own - Brother Berchan, M.A. of Dublin. Like Bishop Wright of Pittsburgh, who said recently at a meeting of the Pennsylvania Library Association that after his baptismal certificate he valued his public library card, so did I enter into the world of books of the public library and I read them all. Who reads them now? I read through A. G. Henty, P. G. Wodehouse, Kipling, Edgar Wallace, Edgar Rice Burroughs, receiving no direction I just read and read and read and dreamed and dreamed and dreamed and lied and lied and lied. One of my favorite times for dreaming was Sunday evenings at evening service. Our parish was blessed, or afflicted, year after year all through the days of my youth, with the dullest preachers that it is possible to imagine, and they would hold forth sometimes for nearly an hour. As soon as Father MacArevey would mount the pulpit I would settle down, warm and snug, to dreaming up a story, and there was always a regret in my mind when, nearly an hour later, his reverence would descend from the pulpit and the choir would start in with the Tantum Ergo. I used to dream in story time my lips moving silently mouthing my tale. I was always rather a lonely boy preferring books to company, and so I do today. But I started in high school very young and here again I was lonely because in all of Wales there was but one Catholic high school and there I went. It was staffed and peopled by characters galore, poor Lordy Williams who was murdered to everybody's relief, Nick Pesticcio and others like him who attended but a term or so when things were tough all over and to keep going we had to take anyone so that for years later as Nick would trundle his ice cream wagon or Ollie Murphy would clang past driving a street car they would hail us affectionately as fellow alumni.

I attended that school for nearly ten years and I never had a single thing accepted. Nothing I ever wrote came near to being accepted. Occasionally in Form Gossip there would be a derisive note about Rejection Ready, but that was all, and they were right. I used to write like Walter Scott in his dotage or like Maurice Walsh at his worst. Does anybody read Maurice Walsh anymore? The Small Dark Man, The Key Above the Door and most or worst of all, The Quiet Man? I wrote and I wrote and I wrote, and I never got any encouragement, and that was fine, that was the way it ought to be. The worst of writing teachers are those that encourage students. My teachers made me read and write in a disciplined form, they made me translate from proper Latin into decent English, and they beat me if I did not do so. I owe everything to them. They showed me the hard way ahead for a writer and they gave me equipment and training for the route which is all any teacher can do, so I did not freeze

nor faint along the way. From school I went to work in a library, in Cardiff Public Library, and I was the worst bargain that the Library Trustees ever made. I was an apprentice librarian, I was reading six hours a day, with constant interruptions from my superiors, and with time off to pass my Library exams, which I only passed so that I could remain a reader.

Then, for four years I went to university. A target, the only one of my kind, first of my class to attend the University College of South Wales. There I first mingled with the Welsh and learned to love them. My teachers gave me no encouragement as a writer anymore than a good trainer slips the Lonsdale belt around the waist of a novice.

I graduated in June, 1939, and in that year I had my first piece accepted for the school magazine. I had failed completely to hit the University Publications, completely failed. The School Magazine accepted a piece I wrote on dentistry as a career. That was my first published article after about fifteen years of trying.

Then came the war, and for the next six years I was in the army. For three years I was an enlisted man and lived for the first time in my life among the poor. They were unchurched, unloved and ungracious, no moral or social ties bound them. The poor have never been done justice in our literature. They have been pitied or excoriated but never really loved or understood. George Orwell in some of his essays comes near it, so did some of the Welsh writers I've already mentioned. Sean O'Casey in his great five volume memoir, Brendan Behan in Borstal Boy, but most of this has been narcissistic. Only today has their barrier been broken through by an artist out of their class, Clancy Sigall in Weekend in Dinlock, an American tale about the miners of Yorkshire.

All through the war I tried to write but failed, save once for a regimental mimeograph on a bridgehead, but that was an order and my writing was a fake. Few good novels came out of the war, although I commend a preceding one, From Here to Eternity, by James Jones, and five novels that come in my experience as good enough; one is better than. The better one is A Walk in the Sun by Harry Brown, an American and the others are all British, The Monastery by Fred Majdalany, The Fortress by Raleigh Trevelyan, Brave Company by Guthrie Wilson and From the City, From the Plow by Alexander Baron.

When the War was over I went back to school, to Oxford this time, then emigrated to Canada, where my first article was published in the Journal of Education, "Plato and the Problem of Power", an essay for which I had received an alpha minus from my tutor at Oxford. I was fascinated by Canada and such books as Strange Empire by Joseph Kinsey Howard, Creighton's life of John A. McDonald, A. R. M. Lower's From Colony to Nation, such novels as The Loved and the Lost and The Watch that Ends the Night... The stories of Stephen Leacock opened the eyes of us to the unknown country. Again, I was in a strange land with the people eager to hear me tell of my life which was so different from their own, and as a result I looked within me and I began to think about my life as a boy, about the Army, and how different a life it was going to be for my son, a baby, asleep in the next room. For him, for my wife, for my friends, all this in America, and for myself, I wrote a story about a football game. Substantially the story was a true story, as are all my stories, in a way. Hanging up in the living room back in Cardiff

Wales there is a picture of a football team; it was a good football team, barring the weight. We were always getting pushed off the ball by big agricultural louts who had no more science than these bulldozers. The picture was hanging in the living room. The team broke up in 1939, because of the war, and some of the boys were killed during the next six years, but just before the war we played a great game: it was as if Santa Clara nearly beat Cal; it was that good, and we only lost because we were the lighter team.

I wrote the story in an evening, and I read it to a few friends, who urged me to send it in. So I did. Football Stories rejected it, Argosy rejected it, some of the Catholic magazines rejected and then I submitted it to the Atlantic Monthly. There was a long silence, then there was a guarded and approving letter, full of good sense. Would I do this? Would I do that? I described the physical nature of the field, of our coach, and tidied up the ending, and they published it. The story paid me $1,000, and it resulted in a lot of letters. I was on the way. It was like swimming after the early floundering. I found that I had something to say, to write, and the Atlantic stories tripped off my tongue, until there were about five of them. What are their qualities?

1. They are based on experience, on an experience that was deeply felt, and over a long time. In many ways these are the best sort of stories, and into that genre fall all of the great Irish short stories, and, to a lesser degree, the Welsh, and the regional American short stories. The writing is sure, there is no hesitation about it. Some of the great short stories of our time fall into this category. First Confession by Frank O'Connor, Fugue by Sean O'Faolain, Prince of Darkness by J. F. Powers, Faulkner, Kipling, Bret Harte's early stories.

2. They possess an interest that is more than ephemeral. They are concerned not with passing incidents but with lasting things, like childhood, a way of life, with love, and with hate.

3. They are limited, as our experience is limited, but every writer has some of them in him, and they often are the first to come out.

Somerset Maugham's Liza of Lambeth, Kipling's Stalky and Co., etc. There, because they have stayed at home, stay the Irish writers of the short story, and the Welsh. Their stories have a domestic quality which is of rare and satisfied beauty. They continue to base their stories upon experience, and that is why they succeed.

Here are some conclusions:

I. Too many people think that they can write. They can form signs on paper but that is all. Literacy is by no means the greatest quality in a writer. Some of the best storytellers are quite illiterate, or nearly so, and some of the most literate men, like some critics, are the spoiled writers of the world. The great thing that a short story needs is a man to tell the story. He is the short story writer.

II. Writing is regarded all too easily by some people, as if it were tatting or needlework, as if it can be put down and taken up as the fancy dictates. Nothing is further from the truth. Writing should be an addiction, or a man should be free of it. The odd sniff is no good at all.

III. Some writers try to put off their writer's mind when they lay down their pen. They try to have the penny and the bun, to be a writer and to be one of the boys. This is schizophrenic and it does not work, and it is sad to see people trying to do so. A case in

point is Hemingway, a great artist who wants to be regarded as a whole man - impossible.

IV. No writer can write about anything that lies beyond his experience. This does not go for fantasy - for who has been to the moon, or tried to drown a Venusian?, but writers who talk about passion that they have never experienced, or about a beauty that is beyond their comprehension, or about soldiers who are up front, all the time until they die or are relieved, or wounded - these are the really bad writers, the bogus ones, the ones who make the money in the business, because they serve up the hokum, because they serve the frustrated dreams of the crowds - they are pimps to dull minds.

Having learned to walk, and calling for strength like the heroes of old upon the memories of my childhood, and upon the training I had learned both consciously and otherwise I began the great ascent from the short story to the novel, and out of this travail and danger there came The Poor Hater and I hope many more.

Llewellyn, R. - How Green is my Valley, Up Into the Singing Mountain.
Cordell, Alexander - The Rape of the Fair Country.
Ready, William - The Poor Hater
Jones, J. - Black Parade
Jones, G. - Garland of Bays
Davies, R. - A Pig in a Poke
Gallie, Meena - Strike for the Kingdom.
Belloc, Hilaire - Cautionary Tales
Tolkien, J.R.R. - The Hobbit
Walsh, M. - The Small Dark Man, etc.
Orwell, G. - Collected Essays
Sigall, C. - Weekend in Dimlock
O'Casey, S. - I Knock at the Door
Jones, J. - From Here to Eternity
Brown, H. - A Walk in the Sun
Majdalaney, F. - The Monastery
Trevelyan, R. - The Fortress
Wilson, G. - Brave Company
Baron, A. - From the City, From the Plow.
Howard, J.K. - Strange Empire
Creighton, D. - John A. McDonald
Lower, A.R.M. - From Colony to Nation
Callaghan, M. - The Loved and the Lost
McClennan, H. - The Watch that Ends the Night.
Leacock, S. - Sunshine Sketches, etc.
O'Connor, F. - Collected Stories
O'Faolain, S. - The Finest Stories
Powers, J.F. - Prince of Darkness
Maugham, S. - Liza of Lambeth
Kipling, R. - Stalky and Co.

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MONTANA DAY
NOVEMBER 8

AMONG FRIENDS

Jack Richardson

Summer vacation time is over and all the various organizational activities will soon be in full swing again. Many of you have kept the fires of enthusiasm burning through the hot summer months and interest in the Library and its Friends has spread into new areas within our State in spite of a general relaxing of organized activity.

To me this is local evidence of the world-wide awakening to intelligent responsibility. There is a search for logic and truth; there is a desire for a comprehending awareness of the nature of the forces behind the events.

It is natural that we should strive to improve our library service as an important step toward increased awareness. In fact, good library service certainly enriches every phase of our life, from recreation to business methods to personal philosophy. It can also be a most effective tool in applying the wisdom of the past and the present to the needs of government for today and for tomorrow.

Those people who will represent us in our state government next January and February should be made aware of the necessity of adequate library service for all areas of Montana. And they should be more responsive than ever because both political parties have included in their platform the recognition of the importance of libraries. Furthermore, the bill to extend the Library Services Act passed the House of Representatives on Monday, August 22nd, by a standing vote of 190 to 29. It is suggested you write your congressman and thank him for his help.

Before November each of us must take time to impress upon our candidates for state offices that we will be equally pleased when they pass an adequate program for our state library services.

Be planning for the M.S.L.A. Conference in Glendive next May. The Libraries are stepping into the spotlight.

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Evelyn Swant
Mrs. Perl Coombs
" Alma Jacobs
" Helen Ewing
" Clare Smith
" Inez Herrig
" Ruth Longworth

MEETING PLACE 1962
Mrs. Mary Antunes, Chm.
" Thomas Micka

CONSTITUTION
Lesley Heathcote, Chm.
Mrs. Marjorie Moores

MEMBERSHIP
Natalie Sliepcevich, Chm.
Jack Richardson
William B. Forsythe

MONTANA AUTHORS
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NOMINATING
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" Berenice Hanson
" Mildred Holland

PUBLICITY
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" Irene Greenleaf
" C. N. Stamm

PUBLICATIONS
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Mrs. Ruth Longworth
" Mary Hagerty

SCHOOL LIBRARIES DIVISION
Mrs. Frances Wells

LEGISLATIVE
Not yet appointed

SCHOLARSHIP
Mrs. Alma Jacobs, Chm.
" Letitia Johnson
" Ruth Longworth

NATIONAL LIBRARY WEEK
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national library week apr. 16-22, '61

MASL Notes

Frances Wells

I am pleased to greet you as the new chairman of the School Librarians division of the MSLA. Such good things have been happening to the school libraries (for the most part!) in Montana that I am pleased to have been elected to this position. I realize though that these things couldn't have happened if all of you hadn't worked hard yourselves and if various organizations hadn't contributed time and effort. Let's continue to keep up the good work!

Those of us who attended that state meeting in Great Falls were pleased with the attendance. NOW is the time to mark your calendar for the meeting next year in Glendive. I know, and you know, that Glendive seems a great distance to those living in the western part of the state, but remember that those people somehow manage to get to the meetings in the west, so make every effort to attend. The first week in May, 1961!

Because Montana had been chosen as a pilot state by the American Association of School Librarians we were fortunate in having Miss Lucille Hatch as a speaker and consultant in Great Falls. She was indeed an inspiring speaker for she is close enough to our problems to realize our needs. You might wish to re-read what she had to tell us in the July issue of MLQ.

It was decided at Great Falls that the Montana Association of School Librarians would apply for a second year of the program since we had made such a fine beginning. I have received word from Miss Gaver that Montana was not chosen for the second year, but PLEASE continue to work for the standards set up by ALA. Remember that these standards are or can be GOALS and you and your school boards do not have to meet them in one year or two, but may take several.

After the convention in Great Falls, Helen Micks of Corvallis presented the standards to her school board and now they're working out a four year program for meeting those standards, which is excellent. Because they aren't attempting too much too soon, I'm sure they will succeed in their program. Anyone else have such good news to report? If so, I'd like to hear all about it so that I can send it to School Libraries, which is a publication of the AASL.

In action taken at its annual conference in Los Angeles, the National Education Association voted departmental status to the American Association of School Librarians. Headquarters of the AASL will remain at the American Library Association in Chicago with Eleanor Ahlers as executive secretary of the division. This action taken in Los Angeles does not confer automatic membership in NEA on members of AASL, nor does membership in ALA confer membership on NEA members. It would be to the advantage of a school librarian to belong to both, but we do not require membership in one or the other organizatiin. I hope to be able to get more information to you via some channel very soon.

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AN IDEAL SITUATION

The following list of "expectations" is the suggestion of Robert Amsden, Principal of Columbia High School, Maplewood, New Jersey and is here reprinted from the May 1960 issue of School Libraries, official organ of the American Association of School Librarians.

"What the Principal Expects of the Librarian

1. A warm interest in all students and teachers; a welcoming atmosphere in the library.
2. A teacher at heart; one who knows all departments, their weaknesses and strengths; skillful in the use of resources to help teachers reach their best potential.
3. Efficiently organized library with materials easily accessible. (N.B. It is appropriate to spend money on appearance.)
4. Strong leadership in guiding the administrators re schedule, space and budget.
5. Suitable arrangements for library instruction for both students and teachers; development of investigative skills.
6. Time spent with teachers to learn how to relate teaching and the library.
7. An unofficial but active guidance counselor.
8. A "hear of the school" program.

What the Librarian Expects of the Principal.

1. An administrator interested in the library; aware of its role in the school program.
2. Assistance in decreasing the lag in teaching effectiveness.
3. No study-hall libraries or non-library activities scheduled in library.
4. Budget, time and personnel for before and after school service,

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visits in the classrooms, etc.
5. Sufficient clerical help.
6. Library space and equipment to exceed minimum standards.
7. Status equivalent to department heads."

ALA CONFERENCE MONTREAL JUNE, 1960

Lesley M. Heathcote

As the only Montanan to attend this conference, I thought MSLA members might be interested in a few sidelights. A good resume appears in the ALA Bulletin for July-August, 1960.

The weather was relatively good to us. We had showers at times but we were not treated to the terrific heat that Montreal can produce. I had no time to get out into the suburbs but downtown Montreal has changed a good deal in the 14 years since I had seen it. Dorchester Street particularly is rapidly becoming a thoroughfare of large buildings. One of these is the Queen Elizabeth hotel where I had the good fortune to stay; it was outstanding in courteous and efficient service.

I had not planned to attend many meetings, and at least two of those proved to be SRO - not even that, in fact, for people were out in the hallway trying to hear what was going on. The library technology meeting was very interesting with its preview of things to come in testing equipment and investigations into library needs. The LAD recruiting section also had a good meeting, at which three different recruiting projects were described. I was interested to learn that Louisiana had been able to use Library Services Act funds to set up a recruiting office with at least two fulltime persons. I also did a two-hour stint in charge of the recruiting booth, although the Bureau of the Census gadgets across from it nearly drove me insane. They had a most ingenious arrangement with lights showing how our population is increasing. I forget how many thousands were born while I was on duty!

The bulk of my time was spent in the exhibits area. There were literally hundreds of exhibitors, divided between the Queen Elizabeth and the Mount Royal hotels, and I never did get around to all in the latter. As it was I became supersaturated with demonstrations and loaded down with "literature". And I've been hearing from these people ever since! It was entirely satisfactory, however, and I felt I had accomplished what I came for.

The better part of one morning was spent in the Librairie Ducharme in search of out-of-print books in Canadian history and political science which we need here. Mr. Malchelosse, the proprietor, is a former librarian.

I saw many, many librarians whom I knew, and yet missed many more that I knew were there somewhere. I had dinner one evening with Margaret Fulmer and thereby hangs a tale to

be told another time. We also had breakfast together the last morning I was there, and disgraced ourselves by having a second order of waffles with maple syrup. In fact, I caught up with most of my friends at mealtime. The food was excellent, and my will power too weak! I received a message from Ellen Torgrimson my last morning in Montreal, but I never did catch up with her.

The Notable Books Council, to which I was recently appointed, held three meetings, and I found them very interesting. This is a challenging job, for what is a "notable" book? The final selection for 1960 will be made at the Midwinter meeting in Chicago, to which I am committed to go. There are two of us from the Far West on the Council, Page Ackerman from UCLA and myself.

Having traveled so far, I regretted that I could not stay on, as so many others did, to see the Saguenay, or the Gaspé, or Prince Edward Island. But for various reasons I felt it necessary to return to Bozeman by July 1. Maybe some day - -?

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UNITED NATIONS DAY OCTOBER 25

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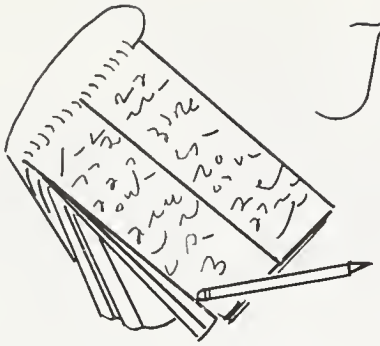
The Young Reader

Pay no attention to those who criticize Library Week because they say, it simply encourages a vague and general opinion that reading is a good thing, but avoids the root of the matter, which is the proper selection of what to read. It is of tremendous importance to persuade people that reading is a good thing. You often hear parents and educators worrying because boys read trash. I remember as a lad of 11 or 12 that I read Westerns, avidly, by the dozen. This in no way prevented me from becoming a fascinated student of English Literature before my high school days were over, and a teacher of it for 12 years in a Canadian University. I tell you that a boy who can sit quietly, alone in a room for two or three hours, enthralled by a wild west tale of the something-or-other "Kid" has crossed over a gulf which - I am sorry to say - will separate him from millions of his fellow human-beings. He is partaking - never mind if it is at a low level of artistic achievement -in the greatest miracle wrought by man, the communication of thought and feeling by means of language and the conventional symbols of printing. This is what marks the man off from the beast. There he is, our little boy, all by himself, multiplying his experience, living in distant ages and remote countries. He has embarked on the process of progressive self-liberation. If his parents do what is right, and if his society does what is right, and if he himself has a mind that is capable of growth, he will move on to other and better forms of literature. He is certainly on the way.

A. W. Trueman,
Chairman, Canada Council

(Quoted with the kind permission of the ALA Bulletin)



News And Notes

National Library Week

This year's NLW broke all records for observance. In a preliminary brief report issued shortly afterwards, a few of the activities are described. One is Montana's student library assistants' contest.

Next year NLW will be April 16-22 and in 1962, it will be April 8-14. For 1961 the chairman will be Norman H. Strouse, president of the J. Walter Thompson Company.

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Mathematics Book List For High School Libraries

The National High School and Junior College Mathematics Club (Mu Alpha Theta) has issued an annotated booklist for the use of high school mathematics teachers and librarians. A free copy of the list may be obtained by sending a stamped, self-addressed #10 envelope to High School Book List, c/o Richard V. Andree, University of Oklahoma, Norman, Oklahoma.

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Children's Books

The ALA and the Children's Book Council have established a joint committee of twelve members to explore problems arising from content, format, distribution, and promotion of children's books, including those published for teen-agers. The issues involved will be analyzed, and the results brought to the attention of both organizations for possible solution.

Some of the questions may be: How can illustrations in books with mature interest level but low reading level be made satisfying to both the average reader and the more mature but slow reader? What are the problems, ethical and realistic, involved in the librarian's disposition of review copies of books? How can librarians far from book centers see new children's books?

Librarians are invited to bring specific problems to the attention of the committee, directing communications to Mrs. Augusta Baker, New York Public Library, 20 West 53rd Street, New York 19.

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Censorship

This problem is once again raising its unattractive head in various parts of the country. Letters from the Boston area are cancelled "Report obscene material to your postmaster". But what is obscenity? In the California Librarian for April 1960 Stanley Fleishman has an

article entitled "Legal Control of Sex in Literature". He cites many court cases and legal decisions, and comes to the conclusion that so far the courts have not made a satisfactory definition of obscenity. He thinks that it is not a matter for judicial decision, and suggests that perhaps each individual should be permitted to choose for himself what he will or will not read.

In this connection, it is heartening to know that the ALA's Newsletter on Intellectual Freedom has received sufficient financial support to resume publication. Everett Moore of UCLA is editor.

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Wilson Library Bulletin Reprints Available

The Wilson Library Bulletin announces the availability of the following reprints:

1. "Bulletin Board Display" by Phyllis Weisjohn. Illustrated and with bibliography. Strictly practical. 10 copies for $2.00; 25 copies for $4.00.
2. "The Need to Read" by Francelia Goddard. Includes chart relating child's behavior between ages of 2 and 14 to his probable book interests. 10 copies for $1.00; 25 copies for $2.00.
3. "Trade Books for Beginning Readers" by Martha Olson Condit. 18-page list of recommended titles for young readers, includes synopsis of each book, suggested grade level, technical analysis. 10-99 copies, 20¢ each; 100 or more, 15¢ each.

Address H. W. Wilson Co., 950 University Avenue, New York 52, New York.

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At the MSLA conference in Great Falls, it was announced that the American Association of School Librarians was seeking departmental status in the National Education Association. This was attained at the NEA meeting in Los Angeles June 30, 1960. Headquarters of AASL will remain at ALA headquarters in Chicago, with Eleanor Ahlers continuing as executive secretary. This action does not confer automatic membership in NEA on members of AASL, but it is hoped that the latter will join NEA.

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Hazel B. Timmerman Retires

Last year Cora Beatty retired and this year it is Hazel Timmerman. To old-timers in the ALA things will not seem the same without the presence of these faithful guides, philosophers and friends. Probably Miss Timmerman's biggest job and no doubt the most pernickety was that of the placement bureau, which ALA set up in 1924 and continued until 1945. Certainly it was very much missed after its discontinuance. Most recently Miss Timmerman has been executive secretary of the library administration division.

Her many friends will miss her, but they wish her the best in her retirement.

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"Hurray for Books"

November 13-19 is Children's Book Week and it gets off to a good start with this slogan. Sponsored by the Children's Book Council, this is the 42nd celebration of the event. A Basic Book Week Kit is available at a cost of $1.00 from the Children's Book Council, Inc., 175 Fifth Avenue New York 10, New York. The Council also announces the appearance of the 1960/61 edition of Aids to Choosing Books for Your Children. It is available from the Council at 5¢ each, or 50 for $1.00.

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Studying the Community: A Basis for Planning Library Adult Education Services has been published by the ALA at $2.50. This is a how-to-do-it handbook edited by the Library-Community Project Headquarters Staff, and is based on the experience of eight public libraries. Four serve cities of from 10,000 to 50,000 population, three serve counties and one serves a multi-county region.

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NLW State Chairman and Director

Dr. Paul McCleave, Admissions Director at Montana State College, has accepted appointment as State Chairman of National Library Week. Formerly pastor of the First Presbyterian Church in Bozeman, Dr. McCleave is a man whose youthful spirit and enthusiasm are well suited to the tasks arising from NLW.

As State Executive Director, Mrs. Peg Gadbow of the State Library Extension Commission will ably help Dr. McCleave to carry out the work of NLW.

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Announcement of 1961-1962 Scholarships for Graduate Study In Special Librarianship

The Special Libraries Association offers three $1,000 scholarships for the academic year 1961-1962 to be used for graduate study in special librarianship leading to a degree at an accredited library school in the United States or Canada.

Value - $1,000 each

Eligibility
College graduates working in a special library, or with experience in a special library, or recent college graduates or college seniors wishing to enter the special library profession.

Qualifications
Definite interest in, and aptitude for, special library work and a sincere intent to contribute to the profession.

High scholastic standing throughout college.

Financial need.

Provisional admittance to an accredited library school in the United States or Canada.

Applications
May be obtained from the Executive Secretary, Special Libraries Association, 31 East 10th Street, New York 3, New York.

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A Student Loan Fund is also available to provide financial assistance to individuals who wish to carry on graduate professional study in special librarianship at an accredited library school in the United States or Canada

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Tom Jermin, who last year was State Chairman of National Library Week has been appointed to the Great Falls Public Library Board. This is a fine appointment and we congratulate Great Falls on obtaining Mr. Jermin's knowledge and enthusiasm for the development of the Library.

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Roger Spillers, formerly Librarian of Alliance College, Cambridge Springs, Pennsylvania, has been appointed Special Projects Director at the Helena Public Library. Mr. Spillers has his library degree from Western Reserve University.

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Mrs. Geneva Penland has succeeded Eleanor Brown as assistant professor of education, to teach library science at Montana State University.

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OUR ADVERTISERS

V. COLLEGE PLACE BINDERY

Willis Cushman

Back in 1934 a young man, Roland Dockham, came to Walla Walla College in College Place, Washington, with no money, but with a burning desire for an education. He had learned the bindery trade at Maplewood Book Bindery, Minnesota, and persuaded the college librarian and the business manager to permit him to earn his way through school by binding books and magazines for the college library. He started out with little more than a pair of scissors, a glue pot and brush, a paper trimmer, and a small hand press. His first year was quite a success from his own standpoint and from the standpoint of the library. The books and periodicals were strongly and neatly rebound in sturdy, attractive covers. This first year the bindery employed several other young people besides Mr. Dockham, thus giving them the opportunity of working off part of their school bill while they were learning a trade which would be a help to them if need be in the years to come.

The second year was much the same as the first. There were still plenty of library books and periodicals to bind and a number of young people who needed work to help them with their school expenses, but there was at least one exception--the crew had a year of experience and was better qualified to rebind books now.

It wasn't long until the school librarians from neighboring communities learned of the new enterprise at Walla Walla College. Because it was so close they asked if they could be permitted to send their books to the new bindery for rebinding rather than to send them long distances to other binderies. Because this new business would permit the employment of more students their work was accepted. News of the new enterprise traveled fast and as more schools sent their books to be rebound, more students were given employment. The additional work meant that equipment to handle that work must be purchased, so a new Paramount sewing machine was acquired; likewise a new Quik-Print stamping press. Hand brushing of glue on cover cloth to make the covers was too slow, and a used Potdevin gluing machine was installed. This new equipment helped to speed the work through the bindery and to make for better quality.

By now Mr. Dockham had finished his college education and Mr. Ray Michel, a student who had worked with Mr. Dockham in the bindery became its manager. Mr. Michel had also had the privilege of calling on the nearby schools, picking up their books for binding and returning them when the work was completed. Ray, as well as being of a mechanical turn of mind, was progressive and well qualified for the job of managing the infant industry. Under his guidance a roller press for finishing the book covers after they had been glued and the cloth turned over the boards was manufactured. He also improved the stamping equipment. Under his inspiration and supervision a roller backer was designed and manufactured which was so successful that it is still in operation in the present College Place Bindery.

By this time the bindery was known pretty well throughout the northwest. It was represented on the western coast by Mr. Forrest Stewart and in Montana, Idaho, Eastern

Washington, and Oregon by Mr. Willis Cushman. These men not only called on the schools to interest them in rebinding their books, but they also had the opportunity of working in the bindery during the summer months helping to complete the work that they had solicited during the school year. This experience of rebinding books was of inestimable value to them when talking to librarians.

In the spring of 1940 Ray Michel graduated. The bindery was now a commercial enterprise serving schools in the four northwestern states. A student manager was no longer adequate for the job, and a full time manager, Mr. Hartley Ludden, was chosen to head the bindery. This he did very satisfactorily until he was called to serve his country in the armed forces in the spring of 1943. Mr. Willis Cushman, who started his bindery work with Mr. Michel in 1939, was asked to take charge of the still infant industry. These were difficult days--gasoline could not be obtained and the necessary personal contacts with schools and libraries could not be made. However, the bindery's customers were loyal and contacts were kept up through mail, and the industry continued to grow. It was in the fall of 1943 that the bindery obtained its first Oversewing machine. This assured the bindery's customers Class A oversewing in all of their books. From that date on the bindery has produced the highest quality library binding. Within the next few months a power cutter was installed which helped to speed the books through the shop. Then two new stamping presses were acquired. New type was purchased and then in 1950 an entirely new building was erected. This building is of modern construction, 60 feet wide and 135 feet long, and because of the increase in business, it is expected that it will soon be increased in size to 90 feet by 135 feet.

All humanly possible has been done to assure the customers of the College Place Bindery the best quality binding and the fastest possible service. Its Class A-1 binding now meets the highest standards of the American Library Association. It is a member of the United Library Binderies, an organization dedicated to the improvement of library binding and full cooperation with school and public libraries.

New equipment that the College Place Bindery has recently installed include a Merz-Vonder Haar cover forming machine; a Crawley No. 1 building-in machine, which takes the place of the pressboards and the standing presses; a Ludlow type casting machine, which makes possible new type for each book to be stamped; a new Schaeffer gluing machine for making covers; a second Oversewing machine; a Lawson semi-automatic paper cutter for trimming the books; new stamping presses, a silk screen department for designing and printing book covers; and last, but not least, a fully automatic rounding and backing machine. This new PIE automatic rounder and backer assures the bindery's customers that their books will be uniformly rounded and backed. This machine practically eliminates the human equation of error.

Thus from glue pot, brush, and scissors has emerged the present College Place Bindery, one of the most modern binderies on the Pacific coast, using the latest and most advanced machines in the bookbinding industry to assure its customers the best library binding possible. It has been on a commercial basis since 1936, and employs a staff of skilled full time bindery workers.

There is one unique thing about the College Place Bindery. Its unskilled help must be college people.

There is probably no other bindery in the northwest which has such a high standard for its help. It thus assures its customers that only those equipped with the best minds are working on their books. It is a bindery known throughout the northwest for its "better bound books" and a bindery "where your business is appreciated."

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HURRAY FOR BOOKS!

You can look at a book
And better still, read it.
A book is a friend
When you happen to need it.
And when you are through
You can still think about it-
So, "Hurray for Books!"
Don't say it, but shout it!

Elizabeth Coatsworth

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"EVERY IDLE SILENCE"

In his inaugural address as president of the Canadian Library Association - Association Canadienne des Bibliothèques, Neal Harlow, librarian of the University of British Columbia listed eight propositions that he thought librarians should commit themselves to:

1. "Knowledge is the finest product of human expression, and we should give it our first allegiance and greatest emphasis."
2. "The conservation of knowledge is the librarian's chief raison d'être, so let us determine to cope with it."
3. "The library is at heart a collection of books." Audio-visual aids, he maintained, are merely a form of persuasion to read books.
4. "The library should pitch its appeal to those who are most able and ready to receive it." A plea for individualism and against "togetherness."
5. "Libraries have two faces, toward the past and the future, the known and the strange." He maintains that "readers should be constantly alerted to approach printed matter with a questioning mind and in an arguing mood".
6. "In order to insure open intellectual exchange, librarians must not only be competent receivers and retrievers but curious and inquiring people."
7. "Libraries, the book centers of the world, ought also to be the heartland of bookmen." There is the everpresent danger that librarians may become technicians rather than bookmen.
8. "When, as librarians and people, our interest in each other is aroused rather than repelled by the differences which distinguish us, we shall have removed the most common barrier to mutual understanding, our own parochial dispositions." This was said in connection with Canadian and American librarians, but it is applicable almost anywhere.

"YOU AND THE ALA" CONTEST

"You and the ALA," a contest designed to produce an "image" of the American Library Association, has been announced by the Advisory Committee to the Membership Promotion Project.

Awards will be presented for the best statement from a trustee and a student librarian or librarian on "What the Individual Member Means to ALA," in 300 words or less. Contestants must be members of the American Library Association.

The purposes of the contest are:
1. To encourage members to think about ALA's objectives and program in relation to their own interest, and
2. To get a statement that gives an "image" of ALA.

Each of the winners in the two catagories, trustee, student librarian or librarian, will receive a $50 prize to be awarded by University Microfilm, Inc., and presented at the general membership session at the annual conference in Cleveland, O., in 1961 by Eugene Power, president of the firm.

The contest opens September 1, the committee announced, with October 30 as the deadline for all entries. All statements become the property of the ALA, to be published or not as the Association decides.

Entries should be mailed to:
"You and the ALA"
American Library Association
50 East Huron Street
Chicago 11, Illinois

"The theme of the contest reverses the usual type of contest question. This was done purposely -- to effect more creative thinking and produce a more interesting and sophisticated approach. The committee hopes that this will stimulate the members to think of the relationships among their own jobs, their memberships in the ALA, professional associations praticularly, and the advancement of library services throughout the world," the committee said.

A committee to screen entries, composed of: Wayne M. Hartwell, Librarian, F. E. Compton and Company; Edward M. Heiliger, librarian, University of Illinois, Chicago; Edward G. Strable, librarian, J. Walter Thompson Company; Miss Dorothy H. Weber, assistant librarian, Chicago Public Library; and Miss Helen T. Yast, librarian, American Hospital Association, has been appointed. Final judges will be announced later.

THE COUNCIL ON REGIONAL HISTORICAL RESEARCH

The July issue of the PNLA Quarterly carries an article by Dr. George A. Frykman, Assistant Professor of History at Washington State College, on the work of the Council on Regional Historical Research in Progress and its publication, Foreshadow. Dr. Frykman points out some of the opportunities for cooperation between the Council and libraries. The Executive Committee of the Council at its recent annual meeting voted to encourage libraries and librarians to join the Council and to contribute news about bibliographical projects. Inquiries about the Council and membership should be directed to Chairman Siegfried Rolland, History Department, University of Idaho, Moscow, Idaho. To join the mailing list and to contribute news to Foreshadow, please write to Acting Editor George A. Frykman, History Department, Washington State University, Pullman, Washington.

MSU LIBRARY APPOINTMENTS

Mr. Douglas E. Mills was appointed head of technical processes and acquisitions librarian on September 1. He replaces Mr. Robert E. Fischer, who resigned from the Library to become Librarian of Eastern Montana College of Education.

Mr. Mills received his A.B. degree from San Jose State College and his M.A. and his B.L.S. from the University of California at Berkeley. He was a member of the staff of the University of California at Davis for five years, and before coming to Montana State University was on the staff of the California State Library for four years.

On July 1, Mrs. Ann Kelso Culbertson was appointed assistant in the reference department to replace Mrs. Joan Hinds, who resigned her position to join her husband in the Armed Services. Mrs. Culbertson received her B.A. with a major in Library Service from Montana State University in June of 1960.

Miss Sylvia Lillehaugen was appointed assistant in the serials department on September 1, to replace Mrs. Patricia Martz, who moved to New York. Miss Lillehaugen received her B.A. from Concordia College and her M.A. from Montana State University. In addition to courses in library service which she took at Montana State University, she also attended the School of Librarianship at the University of Washington during the summers of 1940 and 1941. Before coming to Montana State University she was Librarian at the Missoula County High School.

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Missoual, Montana

MSC LIBRARY APPOINTMENTS

Barbara Wilson has been appointed assistant professor of library science, replacing Eilene Morrison, who has resigned. Miss Wilson received her B.S. in elementary education from Southwest Missouri State College in 1953, and her M.S. in library science from the University of Illinois in 1954. She was librarian of the high school and elementary school library at Northwest Missouri State College from 1954 to 1959, and during this time she also taught courses in library science. She spent last year at the State University of Iowa Library as cataloger.

Mary E. Galbraith assumed the duties of circulation librarian early in September. This is a newly upgraded position. Miss Galbraith is a graduate of the University of Washington and has traveled abroad extensively. While employed by the federal government from 1944 to 1954, she lived in Guatemala, Chile, Romania and Spain.

Mrs. Michelle Mehl came July 1 to fill a new position as reference librarian. She is a graduate of the University of Paris (Sorbonne) with a Licence ès Lettres, and of the University of Denver School of Librarianship. In France she was assistant to the director of the Laboratory of Experimental Psychology at the Ecole Aristide Briand. After her marriage she came to this country. Her most recent experience was at the Parmly Billings Memorial Library.

Eva Maude Tilton was appointed on July 1 as halftime cataloger and halftime reference librarian, succeeding Robert Witt, who resigned. Miss Tilton has her bachelor's degree from Western Reserve University and her master's in librarianship from Kent State University, and is the compiler of A Union List of Publications in Opaque Microforms (Scarecrow Press, 1959). She has had varied experience, and comes to Montana from the position of cataloger at Kent State University Library.

NAT'L NEWSPAPER WEEK, OCT. 15-21, '60

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TACOMA WASHINGTON

MONTANA AND THE LSA

The progress report of July 1, 1960 for the State Library Extension Commission has just come to hand, and it gives such a heartening picture of Montana's library progress that parts of it are reprinted here.

The following is a brief summary of accomplishments after four years of the Library Services Act:

173,302 people (close to 1/3 of the population of the state) now have improved or extended library service. 3,313 people without service of any kind prior to the Act, are now served.

18 counties with little or no rural service now have a much improved library situation.

4 Federations of libraries are now in existence, three of them on a self-supporting basis.

4 bookmobiles have been purchased to facilitate service to the remote communities and to freshen the supply of books in the libraries participating in the federations.

6 counties are now receiving county tax for library support where earlier there was none. Generally, throughout the state, library support in both city and county systems has been increased. Thus the purpose of the Act, which is to help us to help ourselves, is being realized.

The report goes on to list the steps that have been taken towards strengthening the State Agency, and then it details separately the progress made in each of the four existing library federations. If you have not seen this report, send to the Commission Offices for a copy; make sure your trustees read it, and your Library Friends. If any justification were needed for increased state support of the Commission, here it is. One of the points brought out in the debate in Congress was the enormous amount of improvement accomplished on very small amounts of money. Librarians certainly know how to get the most return from every dollar, and this fact could well be drawn to the attention of our legislators.

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MONTANA DAY
NOVEMBER 8

White, Dale. Bat Masterson. 191p N. Y.: Julian Messner, 1960.

Reflecting the lively interest today in legendary, colorful western heroes, Mrs. Marian Templeton Place, publishing under her pen name, Dale White, has written a fast-paced, convincing juvenile biography of Bat Masterson, Army scout, sheriff, U. S. Marshal, and gambler.

William Barclay Masterson was raised on an eastern Kansas farm until he was eighteen, when bored by farm work, he joined a party of buffalo hunters. Soon the group was in forbidden Indian territory, and Billy learned the use of a rifle and six-gun as a result of Kiowa and Comanche attack. With money earned from the sale of buffalo hides, Billy developed a flair for gambling and a taste for fine clothing.

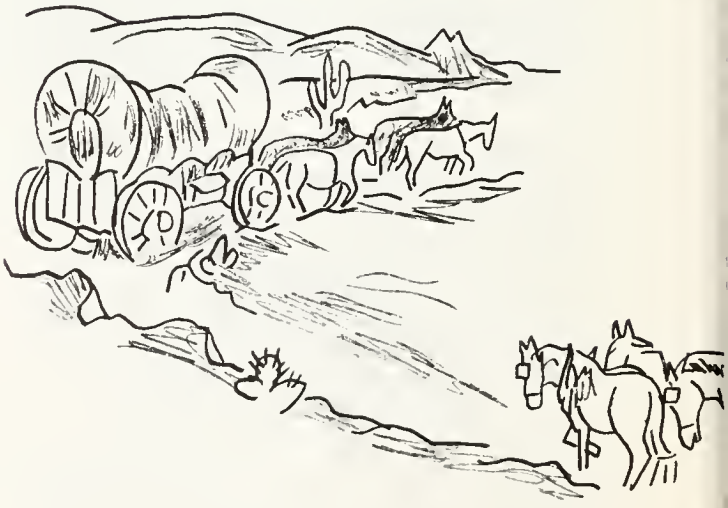
He was shot in a personal quarrel and was left with a crippling wound and a limp. It was now necessary for him to use a cane. It did not take him long to acquire a new name, because Billy discovered that batting troublemakers on the forehead with the knob of his cane was very effective. From then on he was Bat Masterson.

As Bat Masterson he earned a reputation as a fast-draw and served as a deputy for Wyatt Earp in Dodge City and Tombstone. While working as a deputy and sheriff, he was a professional gambler, and this remained his profession after he left his peace-officer career behind him.

Mrs. Place gives the reader a vivid characterization of Bat Masterson and the rugged era of Western U. S. history in which he played an active role. Some attempt is made to present him as all-good and never wrong, but his cockiness, boasting, and arrogance are well evident. The author might better have presented the evidence of overt conduct and have allowed the reader to draw his own conclusions regarding the behavior of Mr. Masterson.

The biography of this western man of action will have special appeal for young people from sixth grade through high school, and will be a welcomed addition by librarians for their juvenile collections.

Barbara Wilson



Vital Issues

The Cooperative Extension Service at Montana State College is sponsoring a group discussion program on Vital Issues. The purpose is to encourage citizens to decide what the vital issues are today and to examine them objectively in a non-partisan approach, considering alternatives and costs. As a result of these discussions, opinions and ideas will, it is hoped, be sent to legislators, policy-makers and educators. Fact Sheet Kits at 50¢ each are available from the County Extension Agent or from the Extension Service at Montana State College.

This program has been initiated because of the increasing demand for non-partisan, factual, objective information on major issues, including taxation. In 1958, MSC held the first Tax Institute for Montana Legislators and one of its major conclusions was that there was need for providing information so that citizens could gain a better understanding of tax and related issues facing the State.

The first programs are:

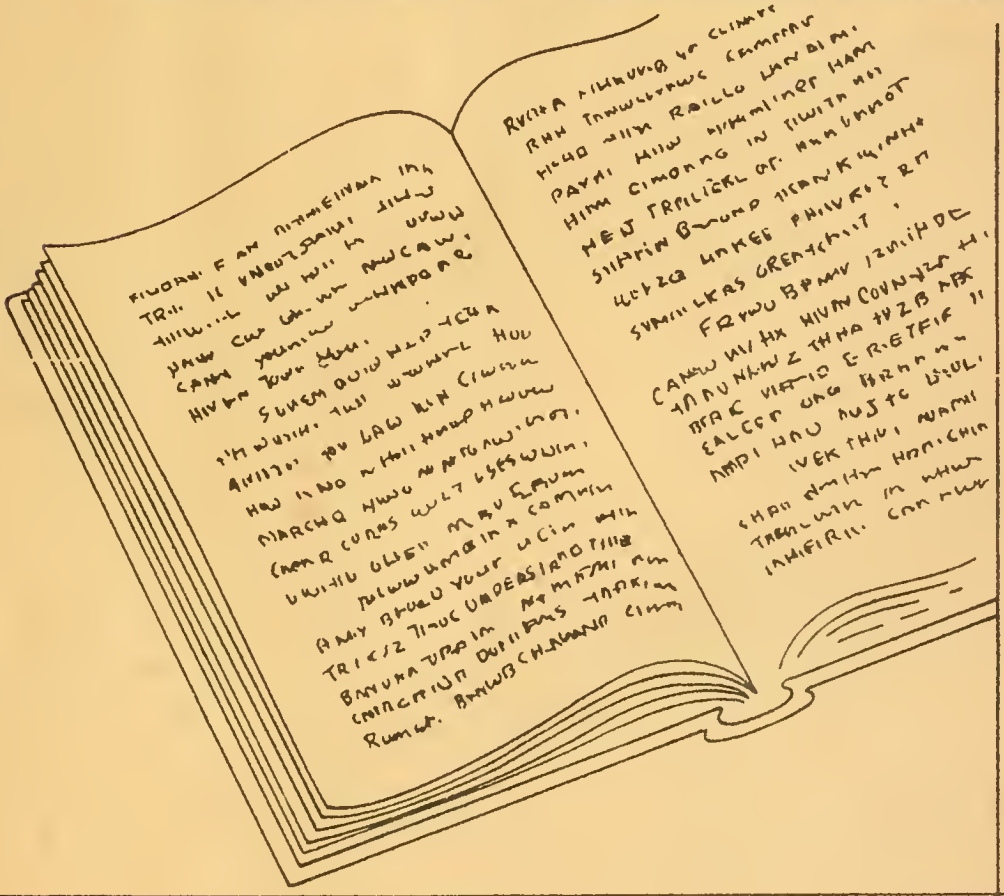
1. Education - What goals for Montana? October 3.
2. How can Montana grow? October 10.
3. Welfare in Montana - What Needs? Whose responsibility? October 17.
4. What do we expect from "Government"? October 24.
5. How do we pay for what we want? October 31.
6. What can Montana afford? November 7.

The program will be closely tied in with libraries, and participants will certainly need to use them. Don't wait to be approached. Get in touch with your County Agent, find out his plans for this program, and offer your help and the facilities of your library. This is a most important development - to you, to all of us.

Volume 6
No. 2

MONTANA

LIBRARY QUARTERLY



OFFICIAL PUBLICATION OF THE
MONTANA STATE LIBRARY ASSOCIATION

Volume 6, No. 2 January 1961

Volume 6, No. 2 January 1961

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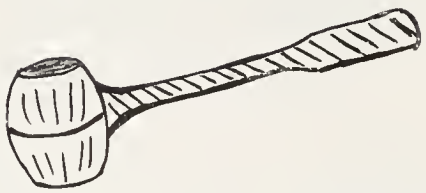
PRESIDENT'S FOREWORD



Fellow Librarians and Friends:

Now that the general election fanfare has subsided, we CAN and MUST concentrate on the approaching Legislative session in Helena, and specifically, its action relating to the budget for the State Library.

You have all been advised of your responsibility, but I'm sure you will agree that the end result is important enough to bear repetition of the aims. It is absolutely essential that EVERY legislator from EVERY county go to Helena COMPLETELY informed of the library needs of the State. Each legislator must know that the people he represents are deeply concerned about good library service and that he will serve them BEST by giving libraries his best and favorable consideration. He must be made to realize that Montana has been slow as a state to support ADEQUATELY the valuable service of our State Library. He must know that at present Montana is spending only 25/1000 of one per cent of ALL state expenditures to support the State Library. He must know also that the State Library must depend upon federal funds for its housing and for most of its staff, a situation which certainly should be corrected.

WHO is responsible for getting this information to each legislator? YOU!! So - let us tell the story of NATIONAL concern for good libraries. Let us tell how WE use the services of our State Library in our own communities. I'm quite sure that no library in the state uses this service more than we in Valley County - yet in spite of the resultant publicity, I am constantly amazed at the number of people who know nothing about the services which are available.

Therefore, let TELL THE STATE LIBRARY STORY be your theme, and each legislator will have no doubt as to his correct procedure to benefit all Montanans.

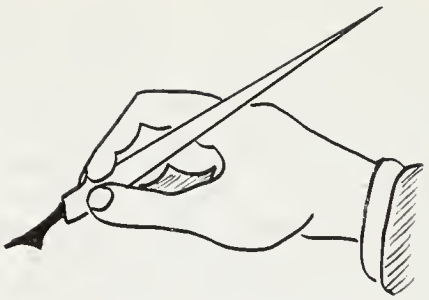
Best wishes for a New Year filled with the satisfaction of knowing that YOU have done YOUR best for YOUR State Library.

Helen M. Ewing

National Library Week

April 16-22, '61

Guest Editorials



Bargains in Taxes

Absurd to state that there are some bright aspects of taxes? Not at all. Let me tell about two tax supported services with which I am most familiar--the U. S. Weather Bureau and Public Libraries.

One of the most destructive hurricanes ever to reach the United States crossed Florida early in September, 1960, and continued northward along the Atlantic coast claiming ten lives and causing property damage in excess of one billion dollars. The hurricane was tracked for more than 4500 miles by Air Force, Navy and Weather Bureau Hurricane Research planes. When Hurricane Donna approached the mainland its path was followed by means of the Weather Bureau's powerful new radar and also the Air Defense Command's radars manned by Weather Bureau employees. The Weather Bureau's Hurricane Warning System provided excellent forecasts of Donna's fury and path. Hundreds have been killed in past hurricanes when property damage was only one percent of that caused by Donna. Without the Bureau's warnings property damage by Donna could have been ten times as great. In this one instance, the Weather Bureau saved the nation enough to run all phases of the Bureau's operations for another fifteen years. Actually the Weather Bureau costs less than 30¢ per capita per year to the residents of the United States.

Now about Libraries: The sixty eight public libraries in the State of Montana cost less than 10¢ per month per resident of the State. This small fee includes all salaries of librarians, upkeep of libraries, purchase of new books, binding of old books, and operation of bookmobiles. For less than one fourth the cost of a single good book per year one may have the use of hundreds of books, the resources of an information center, and the opportunity to continue one's education. It is conceivable that each one of our 68 public libraries could provide the inspiration and stimulus each year to prompt at least one youngster to become a great educator, a scientist, a lawyer or a writer. This alone is worth to our State the total cost of the libraries--but libraries give so much more to everyone.

Instead of demanding a reduction of all taxes, Mr. Taxpayer should investigate those inexpensive taxes which pay such high dividends and perhaps invest a little more money in them for still greater returns.

Thomas E. Jermin
Meteorologist in Charge
U. S. Weather Bureau
Great Falls, Montana

ELEMENTARY SCHOOL LIBRARIES IN MONTANA

The existence of the elementary school libraries has been a vital part of the elementary schools for many years. They have been called an extension of the reading program, a depository for subject matter supplements, a place to store teaching aids, etc. Now the library has come to the point that it is regarded as an integral part of the curriculum in its entirety. We have come to regard it as the center of the learning materials for the entire school.

There are two serious problems confronting elementary libraries in Montana schools today. Possibly the most serious of these is the lack of trained librarians. Our libraries need weeding, need balance in book selection and need help in managing the library to get the most effective use of them. Some administrators are using their high school librarian a portion of the time to organize and run their elementary libraries. Other administrators are paying elementary teachers an additional amount of salary to go to summer school to take library courses and to act as librarians in their elementary schools. Both plans are getting good results and where either plan is in effect we note a marked improvement in library services and in learning.

The second problem is that of space. Generally speaking, a few schools have adequate space for a central library. The schools that do, have very fine libraries but many times we hear the story - this classroom used to be our library but we have to use it as a classroom now. This brings us back to the classroom library.

The schools of Montana have many fine classroom libraries, but once again, some rooms are too small to have an adequate library. Some schools have supplemented these libraries with carts to get books into various rooms. Others trade books between classrooms at specific times, end of semester, every nine weeks, etc. Many schools are increasing their library budgets to meet the new Elementary Standards for accreditation. This has been helpful in bringing new books into our libraries.

Elementary school libraries in the state are improving a great deal. Like other facets of education, we need more and continued improvement. Attitudes toward the library are better than in the past. We are recognizing our deficiency in this area and because of the good attitude toward elementary education, improvement is coming. Many school people now consider the library as the center of the learning of the school. Specific improvements have come with the use of the trained librarian to do the technical work that requires people trained in this area. Efforts to furnish central libraries and to improve facilities for classroom libraries creates more improvement in libraries. Coordination between school and the all-important public library enhances library services and the use of library materials. Increased expenditures has meant more materials are available for students.

Yes, our elementary school libraries have come a long way. We are going to have better libraries which means more reading and this results in more learning and that is what we educators are here for - to help children learn more. Libraries are taking their rightful place in the learning process.

Robert Sando
Elementary School Supervisor
Dept. of Public Instruction

OUR FIRST C

"The public library and the school library have related functions. One serves the child in his school life, the other in his community life, and the services of the two agencies complement each other. This is not a cause for concern because the child benefits from both, and with co-operative planning unnecessary costs are avoided." -- American Library Association.

In the above statement are given two fine reasons for cooperation -- the first one, the child benefiting in those intangible, limitless ways; the second one, the practical fact of spending money more wisely. I would like to add a third reason, the personal and professional benefits received through such cooperation.

In Mary Gaver's pamphlet EVERY CHILD NEEDS A SCHOOL LIBRARY she describes what a school librarian should be. She concludes with "He must, above all, be the kind of person who is awake to the interests of youth and can help them to relate their needs to books." If we substitute the word "people" for the word "youth" we have a picture of an ideal public librarian. "People" includes youth and if we are to serve this important segment of our public well we public librarians certainly can learn much from librarians specializing in that area of the professional field. And the school specialist can be greatly benefited from the overall large picture of public library service.

But, getting right down to the personal, it is a wonderful feeling to know that there is a free and open channel existing through which can flow practical helps, information and encouragement. It is a hard problem to solve when one feels that indifference, suspicion or antagonism exists but "wanting to" is the first step.

Inez R. Herrig

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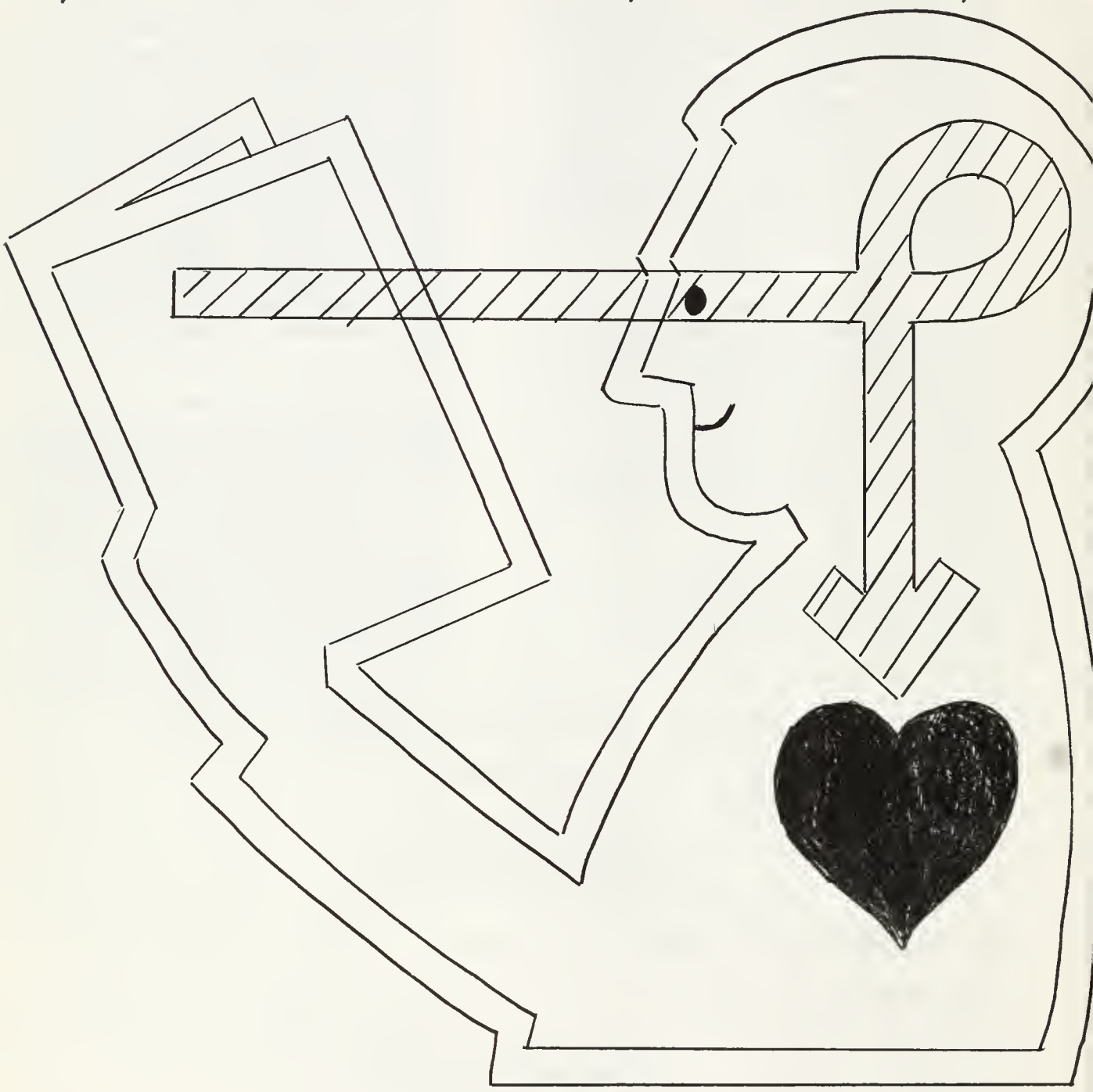

READ

NATIONAL LIBRARY WEEK-APR 16-22 196

Standards For School Library Programs-What Now?

Gladys Lees*

The Standards for School Library Programs which were developed by the American Association of School Librarians with the help of representatives from nineteen educational organizations and such organizations as the General Federation of Women's Clubs, National Council for Better Schools and the Secondary Education Board have been published for about a year. There has been a press luncheon, articles in non-professional national newspapers and magazines as well as in state and national professional library and education journals. Pilot programs have been held in nine states and more are scheduled for this year. The American Association of School Librarians has just received the news that the American Library Association has been granted $100,000 by the Council on Library Resources to be used by AASL for implementing the school library standards.

What Are The Next Steps?

All of the fine things which have already been done will not implement the new standards unless each individual librarian goes to work to see what he can do in his own local situation and what he and other librarians can do in the towns, cities, counties, regions and state. Each librarian individually and in groups should thoroughly study the STANDARDS FOR SCHOOL LIBRARY PROGRAMS AND THE DISCUSSION GUIDE. Can you answer such questions as: What are the

*Miss Gladys Lees is Director of School Libraries, Tacoma, Washington and AASL Standards Chairman for Region VII.

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goals of quality education today? How do the objectives of the school library contribute to these goals of education? Are you acquainted with the Trump report NEW DIRECTIONS TO QUALITY EDUCATION and the implications which it has for school library programs? Have you studied the November, 1959 issue of the Bulletin of the Secondary School Principals? All of these are important if you are going to work with school administrators, curriculum supervisors, and teachers to improve the school library program.

In the Northwest there is another report which all school librarians should study. This is the PACIFIC NORTHWEST LIBRARY ASSOCIATION LIBRARY DEVELOPMENT PROJECT REPORTS, VOL. II: ELEMENTARY AND SECONDARY SCHOOL LIBRARIES OF THE PACIFIC NORTHWEST. The section on the school administrator's concept of the library clearly indicates that there is need for better communication between school librarians and their school administrators. Montana librarians should note that, in general, Montana administrators expressed viewpoints as a group that differed from opinions of superintendents in Oregon and Washington.

A Plan For Improvement

Each librarian needs to make his own plan suitable for his situation. As a basis for sound recommendations, each librarian should study the national and state standards and the situation in his own district. A clear picture can be obtained if a chart is made of the quantitative standards showing the situation in a school district or in an individual school such as the following sample.

			Name of School			Size
	National Standards	State Standards	My School Should Have	My School Has	Recommendations Next 3 Yrs.	Library Programs Improvements
Librarians	1 for 300 students up to 900 1 for 400 after that*					
Clerical Help	One for 600 Students					
Allotment for Books						
Allotment for Reference						
Allotment Supplies						
Allotment A-V						
Library Quarters						

*When the librarian has partial responsibility for A-V personnel is increased 25%
When the librarian has full responsibility for A-V the personnel is increased 50%

The recommendations for the next three to five years and the anticipated improvements to be made in the library program are the most important part of the analysis and should include a carefully considered plan for increases in staff, funds, and quarters with specific recommendations as to the timing of each increase and the services which would be rendered with additional staff, funds and quarters. In addition, there should be detailed information about the kinds of improved or added services which teachers and students can expect if the recommendations are met.

Will you provide materials and instruction in their use for advanced placement or high achievement classes?

Will there be space for students to work individually, in small groups, or with their teacher in a library classroom?

Can you give more individual reading guidance to all students?

Can you give more instruction in the use of reference materials to all students so that they can become more individually responsible for their own learning?

Can you spend more time going to classrooms to introduce materials which are needed for a specific content area?

These and a dozen other questions should be carefully thought through by school librarians. For example, if you are in a school of 600 students:

What would you do with two librarians and a full-time clerk (increased by one fourth if you have partial responsibility for A-V and by one half if you have full responsibility for A-V)

How would you schedule these people?

What would be their duties?

What changes would you make in your procedures?

What additional materials would you provide if you had four to six dollars per student for books with additional funds for reference books, periodicals, and binding?

Don't forget that this plan is going to include a step-by-step method for attaining the end result along with the services furnished as each additional staff member and added budget is acquired.

After librarians, individually and in groups, have studied the STANDARDS FOR SCHOOL LIBRARY PROGRAMS and have made an analysis of their own situation, plans should be made to hold meetings with administrators, supervisors, teachers, school boards, architects, parents, in fact, with all people who are interested in any aspect of school library programs. These meetings should be planned for individual schools, school districts, counties, regions and state wide. Whatever the area for which the meeting is to be planned, the pattern for planning is much the same.

You can be sure that not much will be accomplished by having a speaker, however dynamic and inspirational. (Each person who attends a meeting on the standards needs to be stimulated to think about what he can do to improve conditions in his own school.) This is usually best accomplished by some kind of preliminary presentation, usually a panel, followed by discussion groups, ending with a meeting for summarizing, questions, and recommendations.

Who Should Be Asked To Participate In Such A Meeting?

Anyone who is interested in the school library program and who can

help to improve school library standards should be invited. This will include teachers and parents and all those who have any kind of administrative, supervisory, or guidance responsibility. Many people will not be acquainted with the standards but this does not matter for this is your opportunity to give them a copy of the STANDARDS FOR SCHOOL LIBRARY PROGRAMS AND THE DISCUSSION GUIDE as well as such materials as:

THE BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, November, 1959

ELEMENTARY SCHOOL LIBRARIES TODAY, by the NEA Department of Elementary School Principals

EVERY CHILD NEEDS A SCHOOL LIBRARY by Mary Gaver

February issues of the ALA BULLETIN

LIBRARY IN THE ELEMENTARY SCHOOL by Phyllis Fenner

How Can All Of These People Participate In The Meeting?

Participation is the key word for any meeting about school library standards. School administrators are busy people but they will respond to any request for assistance if they can make a contribution or help in improving the school program. They are usually skilled in working with groups. They are excellent in the leadership role because they know how to keep the discussion going by asking questions, and by supporting or challenging contributions made by group members. It is the librarian's responsibility to see that the superintendent has in hand the materials which he needs for effective participation.

Successful meetings have been planned by having a superintendent give a short introductory talk followed by a panel composed of a principal, supervisor, teacher, librarian, parent and school board member who ask questions or present additional materials. Following the preliminary presentation, there should be discussion groups of 14 to 18 people each to discuss special aspects of the standards. The five areas in the discussion guide will furnish topics for the groups. If there are to be more than five groups, each group can discuss only one or two of the questions under a major area or list problems peculiar to your own situation for discussion.

If the meeting is large, plans should be made for dividing the people into groups so that time will not be wasted. Usually, participants like to choose a topic which is of particular concern to them for discussion. Providing the list of topics at the time that

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the meeting is announced and asking people to indicate choices provides for assigning them to groups before the time of the meeting. This also guarantees that all leaders will have an adequate number of people in their groups.

It is in the group meetings that non-librarians can make their contributions. Librarians should not lead the group discussions. A librarian should be included in each group as a resource person but other school personnel should be asked to be leaders, recorders and resource persons for each group. Look for the people in your school system who are skillful leaders of discussion, those who can separate the trivial from the important in a discussion, and are, therefore, good recorders, those who have special knowledge which the group needs and use these people as resource persons. With this kind of planning, you can involve almost any number of school personnel.

The groups should have at least an hour for discussion (an hour and a half is better) and this should be followed by a large group meeting where leaders and recorders can report for their groups and anyone can ask questions. It is usually helpful to have the panel return to the platform for this session so that they may help with answering questions. Often it is well to have another session for the small groups so that participants can have an opportunity to revise their thinking after they have had an opportunity to hear the reports of other groups who may have discussed the same or similar topics.

You can see that a meeting like this cannot be managed in an hour or so. Such a meeting can well use a whole day. In fact, some groups have had two- or three-day workshops on school library standards. There is work for everyone to do if we are to move forward and the responsibility lies with each librarian in his own local community.

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Wanted: School Librarians

Linus J. Carleton*

Few would seriously quarrel with the American Library Association when it says in its Standards for School Library Programs,

> A competent, effective library staff is the keynote to good school library service. No matter how extensive the collection, how large the budget, or how spacious the quarters, a school library cannot function fully as an educational force if the size of the library staff is inadequate or if the librarians are lacking in the special qualifications their work requires. (Underlining, mine. LJC)

The special qualifications referred to include, among others, adeptness in human relations, understanding of the school curriculum, extensive knowledge of books, enthusiasm for reading, administrative ability, and an abiding interest in cultural and intellectual activities. Thus, the school librarian, in addition to possessing certain personal characteristics, must be a well educated person--one who "knows his way around" most of the academic disciplines, and who has considerable depth of knowledge in several of these fields, e.g., the social sciences and the humanities.

In addition to a liberal education, however the school librarian must know how to make the library an effective tool in the educative process. And, while some of this "know how" may be simply the application of common sense, much of it comes only through specific preparation for librarianship. So, as a part of his four--preferably five--year liberal education culminating in a bachelor's or master's degree, the prospective school librarian should receive basic training in library service. Ideally, this should constitute in the neighborhood of twenty percent of his total hours of college work; practically, at least for the librarian in the smaller high schools, the proportion will be somewhat less than one-fifth.

Both state and regional accrediting agencies have underscored the need for professionally prepared school librarians. Montana High School accreditation standards require that high schools with enrollments of 100 "shall have a part-time teacher-librarian who has a minimum of 6 quarter hours of technical library training." The librarian in schools of from 100 to 400 must have 9 quarter hours of library courses; in schools of from 400 to 800, 12 quarter hours; and "high schools of 800 or more students shall have at least one full-time librarian who is a graduate of an approved library course."

The Northwest Association of Secondary and Higher Schools requires that

> The minimum professional training for any librarian shall consist of not fewer than 9 quarter hours with preparation in each of the following areas: (a) organization and administration of the library, (b) cataloging and classification, (c) book selection, and (d) reference....larger schools will be expected to require additional training of their librarians, particularly of their head librarian.

The minimum qualifications of Montana high school libraries are, as indicated above, quite specific. The obvious question at this point is, To what extent do the high

*Dr. Carleton is dean of the School of Education, Montana State University, Missoula.

schools in this state meet these standards?

ALA Annual Conference Cleveland July 9–15, 1961

While data for all high schools were not available to the writer, information on those Montana high schools (122 or about 65% of the total) which are presently members of the Northwest Association was available and appears in the following chart. Figures are for the 1960-61 school year.

PROFESSIONAL TRAINING OF LIBRARIANS IN VARIOUS SIZED MONTANA HIGH SCHOOLS BELONGING TO THE NORTHWEST ASSOCIATION

Librarians's Preparation (in Quarter Hours)	Under 50	51-99	100-199	200-499	500-599	Over 1000	Total No.	%
None	2	1	5				8	7%
1 to 5		4	3	3			10	8%
6 to 8	1	3					4	3%
9 to 15	3	19	20	6	1		49	40%
16 to 30	2	5	9	6	3		25	21%
Over 30		1	6	8	6	5	26	21%
Totals	8	33	43	23	10	5	122	

While the majority (82%) of the schools employed librarians who met the minimum set by the Northwest Association, it is disturbing to note that 22 schools (only 3 of which were under 100 enrollment) were attempting to carry on a library program with librarians who were not even minimally prepared for the job. When measured by state standards, the record was not much better.

The reader should note that the schools in the Northwest Association tend to be those which are making special effort to meet standards. It is probably true that a larger proportion of non-member schools are employing inadequately prepared librarians than are member schools, although evidence to support this conclusion was not available at this writing.

It is likely that the total number of Montana high schools served by substandard librarians will probably exceed 40--a number which is alarming when one considers that the pupils attending any high school are entitled to reasonably good library service.

Why are so many Montana high schools not providing trained librarians to operate their libraries? The commonest answer of school administrators is, "A trained librarian could not be found." In many instances this is true. Trained school librarians never have been, and aren't today, "a dime a dozen," though there are more of them available at present than have been available in past years.

Sometimes, especially in small high schools, a teacher-librarian with a combination of library and the specific teaching field or fields needed in the school cannot be found--in which case the library is assigned to a teacher who has little or no library training. When this happens, the school's accreditation is endangered and what is worse, the pupils and teachers in the system are shortchanged so far as library service is concerned.

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When trained librarians cannot be located, superintendents often complain that library training isn't available in the state. A look at the following table reveals that this complaint is not based on fact.

As may be seen from the table, five of the Units of the Greater University (which prepare teachers) offer some library courses. Of these, three (C, D, E) offer sufficient training to make up a teaching

LIBRARY COURSES OFFERED BY UNITS OF THE GREATER UNIVERSITY

OF MONTANA (Quarter credits in parentheses)

Basic Library Courses:	*A	B	C	D	E
Org. & Adm. Sch. Library	(2)	(3)	(3) R	(3) R	(3-4) R
Adm. Small Pub. & Co. Lib.					(4)
Catalog. & Classific.		(3)	(3)	(4)	(3-4) R
Bibliog. & Book Selection		(3)	(3) R	(3) R	(3-4) R
Lib. Ref. Materials		(3)	(3) R	(3) R	(3-4) R
Evaluation of Sch. Lib. Serv.	& Mat.			(3) E	(2) E
Enrich. Mat. for Sch. Lib.			(3) R		
Library Practice			(3-6) R	(5-6) R	(5) E
Lib. Work with Children					(3-4) E
The School Library			(2) R		
Library in Teaching				(3) R	(3)
Special Problems		(3)		(1-5) R	(1-10) E
Library Seminar					(1-10)
Library Workshop					(3)
Story Telling	(2)				
Related Courses:					
Children's Literature	(3)	(3)	(3) R	(3) E	(4) E
Lit. for H. S. Teacher					(3) E
Tchg of Reading				(3) E	
Audio-Vidual Aids		(3)	(3) R	(3) E	(3) E
Trends in Tchg of Reading				(3) E	
School Curriculum				(3) E	
Educ. & Voc. Guidance				(3) E	
Total hrs. available Lib. Courses	6	21	29	48	57
Total Hrs. Req. for Lib. Sci. Minor			30	30	30

*The various units are not identified in this table. Information regarding offerings in any unit may be obtained by writing the Registrar or examining the college's catalog.

R -- Required for library science minor
E -- Elective for library science minor

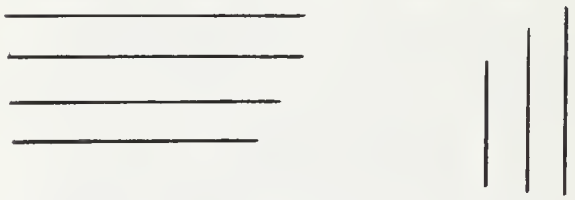
minor of 30 or more quarter hours; a fourth (B) offers enough of the basic courses to qualify a teacher-librarian to meet either the state or Northwest minimum requirements for a part-time teacher-librarian; the fifth unit (A) points its library courses at the elementary teacher only.

One of the institutions (E) offers a Bachelor's Degree in Library Service. This program has been developed for students who are planning to work in small or medium sized public or college libraries and does not include in its four-year curriculum courses leading to a teaching certificate in the public elementary or secondary schools.

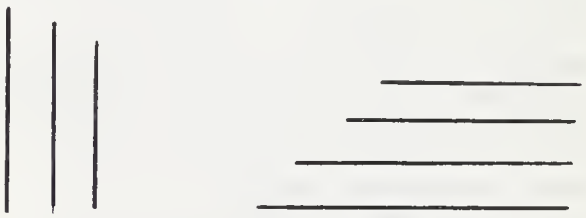
While no figures have been gathered which show the number of students presently preparing for school library work, it is significant that in the academic year 1959-60, only 7 students in the above-mentioned five units of the Greater University system completed requirements for a library science minor as a program. This suggests that one of the major problems in building up a pool of trained school librarians is recruitment. Superintendents, principals, teachers, librarians, high school counselors, and teacher trainers must share this function. The facilities, the library training personnel, and the courses are available. Students who are considering teaching as a career must be informed of the strong demand for and weak supply of school librarians, of the advantages of being qualified to handle school library service, and of the availability of library training programs in the state. All persons with a stake in education must accept a part in the recruitment of school librarians.

A final word--teacher-librarians, trained or untrained, should be aware of the fact that summer session offerings in library science are available at all of the Greater University Units which prepare teachers. In most instances, the summer offerings are more numerous than are regular year offerings. Some institutions offer special workshops for advanced training to school librarians who have taken the basic courses and have had library experience.

Montana needs more trained school librarians. The training is available in institutions in the state. Prospective teachers, experienced teachers, experienced school librarians, administrators who want one or more of their teachers to build up their preparation in library science should write to the institution of their choice for information concerning course offerings in this field.



"The power to tax is the one great power upon which the whole national fabric is based. It is as necessary to the existence and prosperity of the nation as the air he breathes is to the natural man. It is not only the power to destroy but also the power to keep alive." U. S. Supreme Court.



High School Library Picture In Montana

Maynard A. Olson*

In recent years Montana has witnessed an exciting re-evaluation of its high school libraries. The library is gradually becoming regarded as the very heart of the school's instructional program. Administrators, board members, teachers, students, and parents alike are developing a healthy respect for a good library. With the general educational demands of the citizenry rising, the use of the school libraries is increasing. No longer is the small, poorly-lighted, and unattractive library adequate in a modern Montana high school with a comprehensive curriculum.

In order to fully utilize a good library facility, a professionally-trained librarian with regularly-scheduled time for this work is essential. Practical experience in itself, though helpful, does not develop the necessary well-rounded background of a professionally-trained librarian. Indeed, the most critical problem facing Montana's school libraries today is the shortage of qualified personnel. This problem is particularly acute in the smaller Montana communities. Cooperative library programs have been worked out in some areas of the state. Under such an arrangement, a qualified librarian is employed by two or three schools dividing his time proportionately. Schools of higher education in the state are making every effort possible to provide the library training so vitally needed. However, many graduates with library training are lost to other states for various reasons. High school or college students interested in becoming school librarians but unable to finance the required educational program may apply for loans through the National Defense Education Act of 1958. Federal funds available for this growing program will almost double in the next few years.

*Mr. Olson is High School Library Supervisor, State Dept. of Public Instruction.

Well-designed school libraries are functional as well as being attractive, bright, and comfortable. Cooperative planning by the architect, administrator, and librarian is absolutely essential in providing truly functional library facilities in new or remodeled quarters. Adequate work area with counter and sink space is only one of the many features to consider. A school can very easily end up with a "horse and buggy days" library in an otherwise completely modern plant if someone with a thorough knowledge and understanding of the importance of the high school library is not given responsibility in planning.

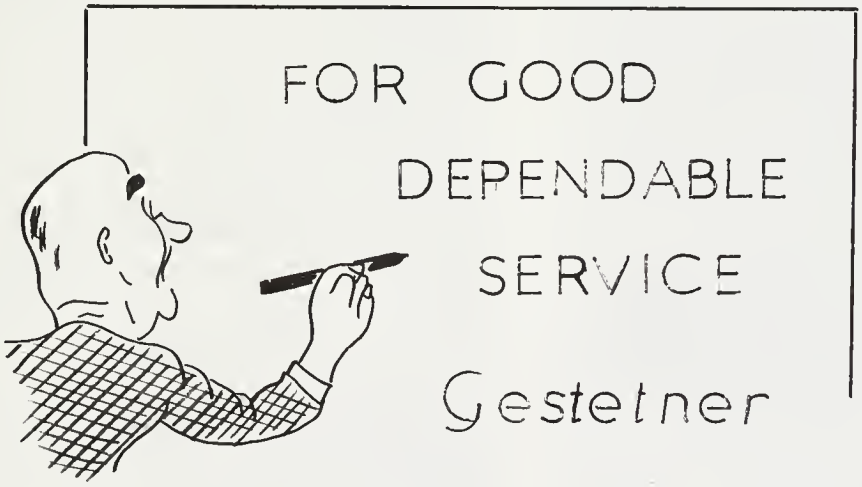
Expenditures for books and periodicals, including repairs and bindings, must be of sufficient amounts to do the job that is needed. To excite interest and encourage further reading, current periodicals and new books must be provided systematically to add life to the shelves. Many of our Montana schools are using inexpensive but very practical methods of binding periodicals, thereby privding for students some research materials for term papers or essays on particular problems in which they are interested. With rising costs and increased library use, school library budgets must be increased.

On September 13, 1960, the State Board of Education approved a revision of the STANDARDS FOR ACCREDITING OF MONTANA HIGH SCHOOLS, effective with the 1961-1962 school year. A major part of the revision

deals with library services. The Northwest Association of Secondary and Higher Schools, by which 121 Montana senior high schools are accredited, also published new standards, effective with the 1959-1960 school year, for member schools. This organization, too, raised library standards. In addition, the American Library Association published its STANDARDS FOR SCHOOL LIBRARY PROGRAMS in the spring of 1960. These new national school library standards, the first to be set since 1945, are higher than both regional and state standards and will, for most schools, be goals to be attained over a period of several years.

THE GUIDE FOR MONTANA SCHOOL LIBRARIES, developed by the State School Library Committee and approved by the State Superintendent of Public Instruction, will be available soon and should be used as a basic guide for library procedures.

Some Montana high schools have outstanding libraries with highly qualified persons in charge and a budget large enough to meet the needs of their students. Others are doing a reasonably good job and making a constant effort at improvement. Unfortunately, a small minority are exerting a minimal amount of effort toward self-improvement. However, with the continued support of those vitally concerned with Montana's school library services and quality education, an adequate school library concerned with instruction, service, and activity and geared to the objectives of the school and the individual requirements of its students, is a realistic goal.



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A Basic Book Collection For High Schools, A Valuable Aid

Jennie N. Baechler*

Three years ago, following the completion of the new White Sulphur Springs High School building, I was unable to resist the temptation to go back into library work after fifteen years away from it. I still have not decided whether it was the beautiful library overlooking an enclosed patio, or the challenge of trying to build a good library in the high school of our home town, that tempted me more.

I found the library collection, though it numbered over 2700 books for our 100 student enrollment, very inadequate. It contained many old text books that should never have been put on the shelves, and old books, torn and yellowed from age, that should have been discarded years before. Its reference collection was made up of encyclopedias only.

During my first year in my new job, I began checking our book collection against the Standard Catalog, and A Basic Book Collection for High Schools, in an attempt to evaluate what we really had.

With the information I thus secured, I set about trying to sell to our superintendent and school board the idea of voting us a sufficient amount of money to meet the basic needs of a good school library.

*Jennie Baechler is High School Librarian at White Sulphur Springs.

I decided to use A Basic Book Collection for High Schools, A.L.A., 1957, as the main tool in my campaign for adequate funds. The checking of what our library had against A Basic Book Collection for High Schools was a Herculean task, for we had no shelf list at all, and the card catalog was a makeshift one, consisting of an incomplete file of author and title cards, innumerable ones of which had no call numbers whatsoever.

I would like to make it clear here that the condition in which I found the library in White Sulphur Springs High School was not the fault of the previous librarians. Until I went there as librarian, the librarian had to teach five of the six periods of the school day, and during her only period in the library, she had to supervise a study hall of thirty students in the adjoining room. I know that to be a fact for I substituted for her for a week. My situation, while not ideal, is an improvement over the past. We now have a library-study hall which defeats the true purpose of a library, but I do have four periods a day in the library.

Anyway, I finally had to abandon the card catalog for checking, and with the help of a high school student, I spent weeks of my summer's vacation checking our shelves, book by book, against A Basic Book Collection for High Schools.

A Basic Book Collection For High Schools contains 1482 books; and I found that our library had only 10% of that list though we had, as I stated above, 2700 books on our shelves. The total cost of A Basic Book Collection figured $6428.98. At that time our library budget was $400 per year. On that budget it would take us 16 years to purchase even the basic books unless we could get an increased appropriation.

The breakdown of A Basic Book Collection for High Schools, A.L.A., 1957, is as follows:

000's	$ 84.68
Encyclopedias	754.30
100's	45.51
200's	46.77
300's	493.90
400's	181.58
500's	411.25
600's	563.43
700's	588.84
800's	661.86
900's	953.01
Individual Biography	426.36
Collective Biography	166.20
Fiction	905.60
S. C.	145.70
Total	$6428.98

With this information we started work on the project of trying to get the money to fill our basic library needs. The superintendent, the late Mr. E. K. Wright, became as interested as I was in securing a good library for our school. He arranged for me to talk to the Rotary Club, our town's only civic organization, and to the school board.

The school board was very cooperative which makes me think that many times when the library of the school is not adequately provided for, it is because the school board has not been made aware of the need.

We had figured that, since our encyclopedias were fairly new and would not have to be replaced at once, $4800 would be adequate to bring our library up to meet our basic needs. The board agreed to vote us the $4800, and decided to make it $2400 per year over a two year period as that was all I felt I could process a year with my teaching load; for, in addition to my duties as librarian, I teach two English classes.

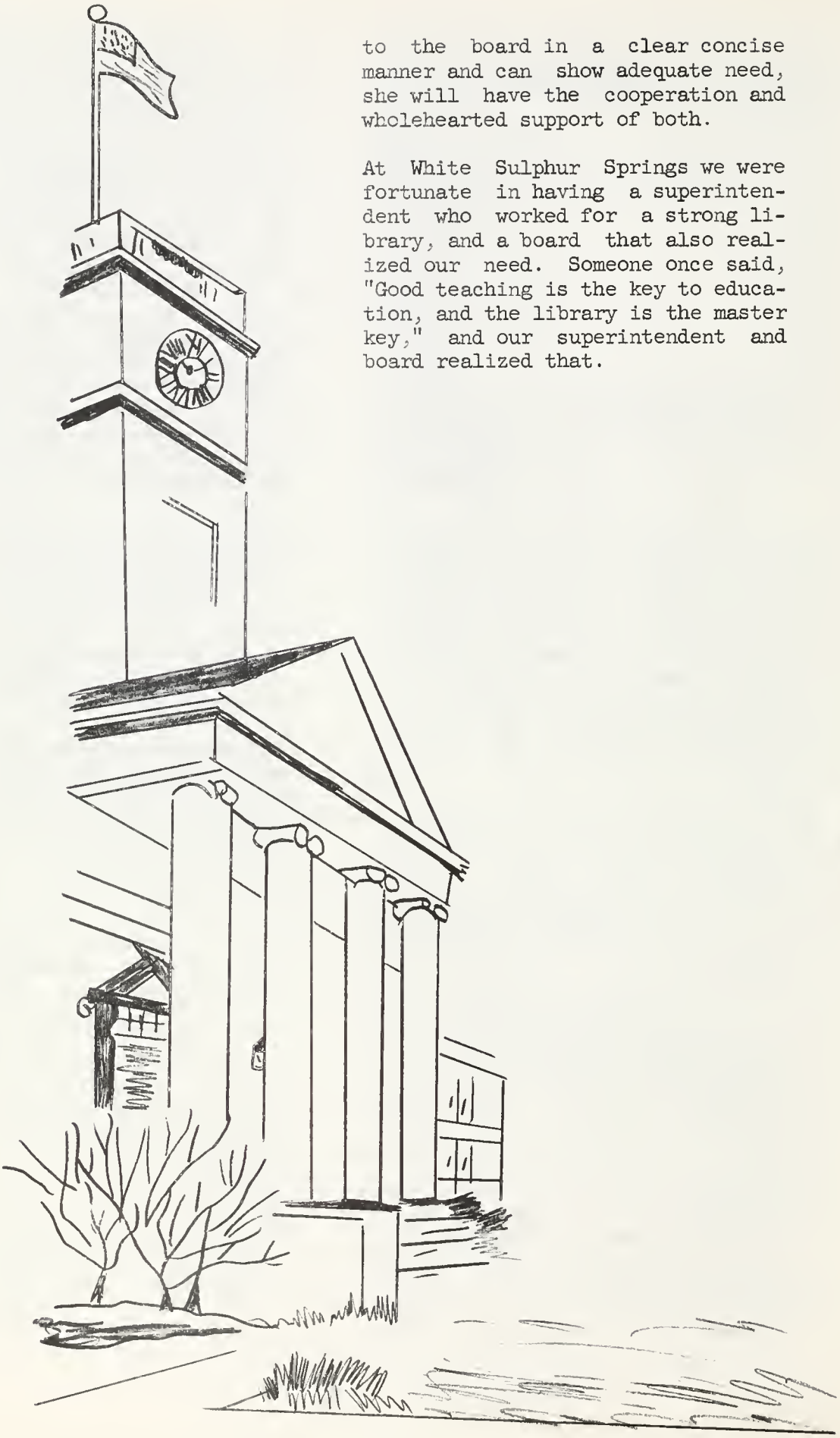
The second year under this agreement Meagher County voted its first special levy for schools -- a part of which was the $2400 budget for the library that year. I feel, therefore, that we must have done a good job of selling the idea for the need of a good library, not only to the school board, but to the people of the county.

Those two years are now past and we are pleased with the progress we have made. We feel that we have made a good start on a library of which we can be justly proud. In the past three years we have added 1290 books and discarded 690. We now have 3300 books on our shelves.

Our job is not complete for we still have the re-cataloging of the old books on our shelves. The past two years have been devoted to cataloging the new books as they came in. We are now tackling the job of completing the cataloging of all the old books.

Our enrollment had encreased to 150 students, and our library budget this year is $600 -- $4.00 per student, which meets the minimum A.L.A. standard for schools of our size. We hope to continue to meet the A.L.A. standards, for we believe that one day the Northwest Association standards and the Montana standards will be raised to that level, and we want to be ready for that.

At a recent sectional meeting of the M.E.A. in Billings, the speaker made the statement, "The library is only as strong as the superintendent wants it to be and works for it to be." That is true, for a librarian's hands are tied without the cooperation of both the superintendent and the board. However, I firmly believe that if the librarian presents the needs of the library to the superintendent and



to the board in a clear concise manner and can show adequate need, she will have the cooperation and wholehearted support of both.

At White Sulphur Springs we were fortunate in having a superintendent who worked for a strong library, and a board that also realized our need. Someone once said, "Good teaching is the key to education, and the library is the master key," and our superintendent and board realized that.

MASL Notes

Frances Wells

We have put away our dogeared used-up calendars of 1960 and brought out the crisp new 1961 editions. Now is a good time to take stock and plan for the future.

I am most grateful to Miss Heathcote for the opportunity to have so much of the Montana Library Quarterly devoted to school libraries - their aims, accomplishments, and yes, problems.

Reports have come to me from two district MEA conventions, and those attending the library sectionals seemed to feel they had derived some benefit from them. I was encouraged by that feeling for if librarians (school or otherwise) are not offered something of value they will seek other media of learning - or give up.

Children's Book Week is a thing of the past for 1960. Did your library do anything to help celebrate it? A bulletin board idea I saw in Wilson Library Bulletin used as a theme, "It's always Book Week here." I like the idea and I feel it would be an excellent theme for all of us to use sometime in the future.

The state National Library Week committee met in Helena in November for a planning meeting. Activities on the high school level last year involved far more than in previous years, and I hope that all of you will begin making plans to involve not only yourselves, but your schools and communities. We're all busy, but it seems to be the busy person who gets things done, so get together with your public librarian and PLAN now. You'll be hearing much more about this later, but by then it might be too late.

Each time I read or hear something about recruitment I wonder why I haven't been able to bring one of the boys or girls of the high school to the field of librarianship. There is something about the business of being a librarian that has intrigued me for many years - even when I was teaching (not that I don't as a librarian, for I do) I kept thinking of the time when I would be doing full-time library work. I try to remember what first prompted me to go into this work - my love of and for books, the local librarians, the helping of others? In recruitment we must kindle a spark for these future librarians such as was kindled for us. This year I have finally been rewarded, for I have not one, but four girls who are actively interested in librarianship as a career. As librarians we must take a long hard look at the image we present and try to do something about filling our ranks with vital people, for we have something vital to offer to others.

In reading The Library Image, which I received courtesy of the Montana State Library Extension Commission, I came across the statement that said, "the need for what a library can furnish is universal and urgent." I think it would be well to remember that all through the year 1961 and each succeeding year.

National Library Week
April 16–22, 1961

Our Advertisers

The F. W. Faxon Company

Frederick Winthrop Faxon, who described himself accurately as a bibliographer, was born in West Roxbury, Massachusetts, in 1866. After his graduation from Harvard in 1889, he became manager of the Back-Issue Department of the Boston Book Company; when he later bought the business he changed the name to the F. W. Faxon Company. At first it dealt exclusively in back numbers of magazines, and issued a few library publications. Among these were the Bulletin of Bibliography, which Mr. Faxon edited from 1897, and the Dramatic Index, which he started and edited. Librarians know him also as an active bibliographer, in which capacity he served for many years as treasurer of the Bibliographical Society of America.

After a few years in the back-issue business, Mr. Faxon began to take subscription orders. Because of the librarians' acute need for a dependable service of this kind, it grew steadily over the years until it became necessary to make a choice. Consequently, in 1957 the Back-Number Department was sold and over three million copies of old magazines were removed from the building. At the present time the F. W. Faxon Company specializes in servicing subscription orders, for which it has over 5,000 library customers. Magazine subscriptions can be obtained from anywhere in the world, for library customers anywhere in the world. The Company now deals with about 17,000 individual publishers.

After Mr. Faxon's death in 1936, Albert H. Davis took over the Company and continued its development and expansion. Upon his retirement, he became a director and active management passed to his son, Albert H. Davis, Jr., as president.

The Company has just completed conversion to automation, and thereby is prepared to give speedier and completely accurate service to its customers. The machine installed is the IBM 305 Ramac and it provides for: (1) single initial recording of all source data; (2) storage of all customer, publishers and title records; (3) integrated data processing, which will speed processing of an order and provide the necessary follow-up system; (4) machine handling of such things as renewal dates, invoice totalling and computing of costs, etc; (5) machine accuracy of all data.

The F. W. Faxon Company issues an annual Librarians' Guide, sent free on request, which lists hundreds of periodical titles available on subscription, together with information as to frequency, availability of indexes, number of volumes per year, etc. One of the services featured by the Company is that known as "Till Forbidden" or TF. Under this arrangement, the library does not have to send an itemized renewal each year, renewals being handled as automatic as long as the agreement exists. In addition, discounts can be allowed on ten or more titles ordered at one time, and advantage can be taken of special multiple-year rates. The Com-

pany can also arrange for renewals during the publishers' off-season, thus obviating the danger of missing issues. Missing numbers are also claimed for the library customers, and sample copies are sent out for consideration as possible purchases. If necessary, a special billing date can be arranged. In short, the F. W. Faxon Company gives complete service on that librarians' headache, periodicals.

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Among Friends

Jack Richardson

Most of us have indulged in the popular street corner pastime of criticizing our governmental representatives, and most people, especially in the last year or two, could use a large crying towel when they get on the subject of taxes.

But are the opinions on this subject the result of constructive thought with a factual basis? How often are we guessing instead of thinking? Certainly prejudice and political demagoguery frequently cloud the basic fact that without taxes we could neither create nor serve our convenient and profitable community living, nor could we share in its social and cultural advantages.

When there is a growing need for a certain community service, it becomes necessary to spend more for that service instead of less.

Never before has there been a greater need, in these United States, for an increase in intelligent awareness and interest on the part of the adult citizen in the moral, political, and economic problems confronting us. We must wake up and find the truth, and soon. Like giggling, frightened children, hearing a sound in the night, we've hidden our heads under the sheets long enough. Today our young people sense that we are leaving them a world of conflict, jungle struggle, and destruction. Our responsibility is to leave them at

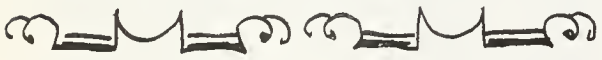
least one step closer to a world of opportunity, creativity, humanity, and peace.

There is no better place for adults to pursue an unrestricted search for truth and understanding than in the Public Library. This is also the logical place for the democratic group discussion necessary to crystallize truth into action.

Continued expansion of the Montana State Library's service and help among the smaller communities would simply be intelligent and constructive use of tax money. This is what the thinking citizen is asking for.

See your representatives in the 1961 Legislature now. Tell them that the State Library must have more than double its present budget to meet the increasing needs in the coming biennium. Remind them of the almost miraculous accomplishments of the past two years. Give them the facts and they will see the values. If Montana is going to reap, she must sow.

"An informed, effective library board is the best asset a library can have." (The Road-Runner, organ of the Arizona Library Extension Service.)



Amy Patterson Retires

Mary Hagerty

Mrs. Amy Patterson who for the last 25 years has dispensed books to readers throughout the county and been cited in Who's Who in the West and Who's Who of American Women retired June 30, 1960 as head of the Great Falls Public Library's extension services.

Mrs. Patterson headed the Cascade County library from its inauguration in August, 1943, until last July, when the county contracted for library service with the city and the two libraries were combined.

A native of Herscher, Ill., Mrs. Patterson completed four years of high school at Grand Prairie Seminary, now a boys' school, in Onarga, Ill. She was graduated from Northwestern University, where she majored in political science and mathematics, in 1909 with a B. S. degree.

Mrs. Patterson first became interested in library work in the seminary's library and later worked in Northwestern's library. As a university student she also cataloged the personal library of Episcopal Bishop George Craig Stewart in Evanston.

Having learned shorthand as a seminary student, she served as secretary to the head of Northwestern's physics department as a junior and senior, as secretary to the director of census in Chicago in 1910 and later as secretary to Northwestern's business manager.

Mrs. Paterson came to Montana in 1911 to teach English and business in Fort Benton High School. Two

years later, she and J. O. Patterson, owner of the Lost Lake Livestock Co. in the Fort Benton area, were married in Farber, Mo., where her parents lived.

She described herself as "dropping out of circulation" while raising a family, which included a son and four daughters. The family moved to Great Falls in 1916, building a home at 1027 4th Ave. North. Mr. Patterson died in August, 1952.

The county library, first housed in the old Valeria Library, next door to the public library, grew under Mrs. Patterson's direction from a collection of a few hundred books, contributed by the Works Progress Administration, to include over 21,000 books, 2,100 records of various speeds with a player for trying them out and over 1,000 film strips and six projectors.

Teachers of rural schools were constant users of the county library, located on Commercial Ave., for many years before the city-county consolidation, when its collection was moved to the old Shrine Club, from which public library extension services are operated.

Mrs. Patterson whose home is in the Pennsylvania Apts., will continue to live in Great Falls but plans a number of trips to visit relatives.

Mrs. Patterson has a son, John, in Washington, D. C.; four daughters, Mrs. Leo (Amy) Holderbaum, Livingston; Mrs. Ed (Nora) Johnston, Phoenix; Mrs. Emil (Patricia) Pipinich, Lower Sun River, Great Falls; and Mrs. Louis (Ann) Jurgens, Great Falls, and 17 grandchildren.

The members of MSLA wish Mrs. Patterson the best of retirements and hope they will see her often at conferences.

News From The PNBC

Kathleen Campbell

The Executive Committee of the PNBC held three meetings during the PNLA Conference at Sun Valley in September, one of these meetings with the PNBC Council.

Proposed Bylaws for the PNBC submitted by the Executive Committee were adopted by the Council. The appointment of a Bylaws Committee was recommended, such Committee to be a permanent one to which suggestions for changes in the Bylaws may be submitted prior to consideration by the Council.

The appointment also of a Finance Committee was recommended. It was agreed that the Librarians of the four State Libraries of the PNLA and the Librarian of the Provincial Library of British Columbia form the core of this Committee, with the addition of the Librarian of the University of Washington, a librarian from a large and a small college, and a librarian from a large and a small public library. The suggestion was made that Mr. William Carlson be asked to chair this Committee.

The Committee was informed by Miss Loeta Johns, Chairman of the Executive Committee, that spacious and attractive quarters would be provided for the PNBC in the proposed new addition to the University of Washington Library.

Miss Loeta Johns of the Seattle Public Library was re-elected Chairman of the Executive Committee for the coming year.

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MSLA Nominating Committee Report

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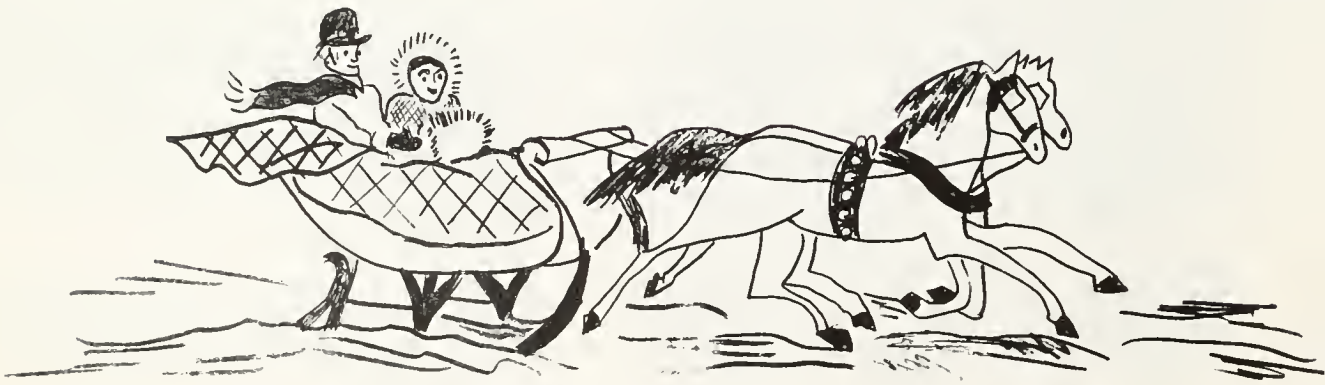
Secretary - Helen Anderson, Great Falls Public Library.

Treasurer - Rita Nelson, Montana State University Library.

A.L.A. Councilor - Kathleen Campbell, Librarian, Montana State University Library.

Ballots will be sent out to all active members with the April issue of the Quarterly.

Mrs. Alma S. Jacobs, Chairman
Mrs. Bernice Hanson
Mrs. Mildred Holland



Proposed Changes In MSLA Bylaws

The Constitution Committee, composed of Marjorie Moores, and Lesley Heathcote (Chairman), proposes that changes in the Bylaws be made as noted below.

Article IV is proposed because the cost of conferences varies, and the registration fee should take care of all expenses. We should not expect local organizations to pay our costs, but with the set fee now in force, there is no leeway.

Article V simply adds to the Bylaws two committees that seem to have become permanent.

Article VI is an attempt to solve the ever-present problem of giving financial support to the divisions. At present we have only one, but we expect others in the future.

Please read and ponder these proposed changes and be ready to vote on them at the MSLA Conference in Glendive, May 5, 6 & 7, 1961.

ARTICLE IV

Change Section 3 to read: At each annual meeting a registration fee shall be collected, the amount to be determined by the Executive Board each year.

ARTICLE V

Add to Section 1: e. Library Development Committee. This Committee shall work closely with the Montana State Library Extension Commission to extend library service to all Montana citizens. f. Publications Committee. This committee shall be responsible for the editing, production and distribution of the Montana Library Quarterly.

ARTICLE VI

Add Section 5: By June 15 of each year, the executive board of each division shall submit to the Executive Board of the Association a tentative budget for the support of that year's work; on the basis of this, and in the light of the Association's financial situation, the Executive Board of the Association shall allot a definite sum to each division, notification of the amount to be made to the division chairman by September 1.

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NEWS AND NOTES

Ground was broken on August 22 for the $1,500,000 addition to the Montana State College Library. The general construction contract went to Leigland Co. of Great Falls, mechanical to Budd Plumbing & Heating of Bozeman, electrical to Palmquist Electric Co. of Helena, and elevator to Montgomery Elevator Co. of Moline, Ill. The architects are McIver & Hess, with Page & Werner associated, all of Great Falls. The whole shell of the building will be constructed, with finishing of only the first floor and a small part of the basement contracted for at this time. Completion of the base bid contracts is scheduled for September 15, 1961.

****

In the last issue your editor blithely assumed that she was the only Montanan who attended the ALA-CLA conference in Montreal last June. Now she learns that Mary King, School Librarian at Stevensville thought she was the only Montanan there. So that makes two of us. Any other candidates?

****

The State School Library Committee has completed its work on the School Library Manual, which will shortly be made available. The Committee has now turned its attention to ways and means of implementing in Montana the ALA School Library Standards, and of calling attention to the need for a school library supervisor in the State Department of Public Instruction.

****

Ground has been broken for the new headquarters building of the ALA in Chicago. A 100-year old wooden shovel, lent by the Chicago Historical Society, was used for the occasion, to symbolize the start of the national library association in the 1860's.

****

The AASL has called attention to the inadequate training of teachers in the use of the school library. An NEA survey in 1958 showed that only 13.1% of those questioned have received instruction in the role and function of the school library. The AASL advocates that all teacher training institutions should offer such courses. "The teacher of today's children must be a specialist in the use of diverse materials in all fields of communication."

****

The Council on Library Resources has granted $100,000 to the ALA for use in implementing the new Standards for School Library Programs, locally, regionally and nationally.

Among other devices, workshops, conferences and evaluation projects are planned at the state and local level.

****

Many promotion aids for National Library Week, April 16-22, are available. Posters, counter cards, streamers, table tents, bookmarks, calendars, mobiles, can be purchased, as well as an Organization Handbook, and "Facts in Brief" which gives the aims, background and results of NLW. For price list, write Promotion Aids, National Library Week, P. O. Box 365, Midtown Station, New York 18.

****

Of interest to librarians in charge of conference arrangements is a recent report made by Donald W. Kohlstedt to the ALA Exhibits Round Table. Among other suggestions are space requirements and assignment methods, exhibit fees and method of payment (for a 2-3 day conference with less than 500 attendance $2-$3 per linear foot), librarian/exhibitor convention cooperation, etc.

****

The National Conference of Christians & Jews has issued a pamphlet "To: The Librarian: About Human Relations" which seeks to improve intergroup relations. It suggests ways in which the public library can help to promote better understandings. Single copies of the pamphlet are free; 100 copies $3.55. Address National Conference of Christians & Jews, 701 Seaboard Bldg., Seattle 1.

****

Librarians & Counselors Work together is an eight-page pamphlet for use in implementing an effective guidance program in schools. It has been prepared by the American School Counselor Association and the American Association of School Librarians, and it is available free through the courtesy of the Field Enterprises Educational Corporation. Multiple quantities can be obtained for distribution at conferences and meetings, and within school districts. Write American Association of School Librarians, 50 East Huron Street, Chicago 11, Illinois.

****

The Century 21 Exposition, to be held in seattle from April 21 to October 21, 1962, will have an exhibit of a Library of the Future. The Council on Library resources has made a grant of $30,991 for the purpose and Dr. Irving Lieberman, Director of the School of Librarianship, University of Washington, will have charge of the project.

Century 21 is the first international exposition to be held in the United States since 1939, and 84 nations have been invited to participate. Congress has appropriated $9 million for the official U. S. exhibit.

The ALA exhibit will show the application of new machines and other products to library use.

****

Vivian Canfield, reference librarian at Montana State College, has resigned to go into business. Miss Minnie E. Paugh has been appointed to succeed her, effective January 1. Miss Paugh has her library degree from the University of Denver, and prior to this, has taught in a number of Montana communities. She is a native of this State, having been born in Virginia City.

****

We regret to record the death recently of Mabel E. Rimby, librarian at Denton.

****

Rodney Houghton was appointed law librarian at Montana State University, effective December 1. Mr. Houghton is a graduate of the School of Librarianship, University of Denver and has his law degree from California.

****

Mrs. Barbara Houghton will join the staff of the State Library Extension Commission as administrative assistant on January 1. She has her library degree from the University of Denver.

****

Those librarians who have been in the profession for 27 years or longer will remember the Reading with a Purpose series which appeared from 1925-1933 and which was highly successful. The ALA has just announced receipt of a $35,500 grant from the Carnegie Corporation of New York to develop a non-specialists reading guide series which will be called "Reading for an Age of Change." Five of the following areas will be developed: space science, expanding population, new sources of energy and power, issues in education today, twentieth century biology, art (architecture, music, painting, literature). Each topic will be introduced by an essay, describing the scope of the subject and giving a summary. Following this will be a running commentary on selected booktitles, which will be descriptive, critical and comparative. The series will be started as soon as possible.

Incidentally Reading with a Purpose was also supported by the Carnegie Corporation of New York

****

Mrs. Shirley Jones, formerly Dawson Co. branch librarian at Richey, has been appointed librarian at Sidney, succeeding Mrs. Sarah Kittleson, who has retired.

****

Idaho reports that in 1958 there was an attendance of 15 school librarians at the Idaho State Library Association conference; in 1960 there were 81 school librarians, administrators and PTA chairmen. The Boise PTA Council and the Boise Schools PTA's paid the expenses of 28 school librarians, 2 elementary school principals, teacher-librarians and PTA representatives as part of their program for the development of adequate libraries in all schools.

****

A L A
Midwinter
Meeting
Chicago
Jan. 31 – Feb. 4
1961

"The problem of service between the schools and the libraries often involves communication." (The Road-Runner)

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Compiled by Lilly Eveland

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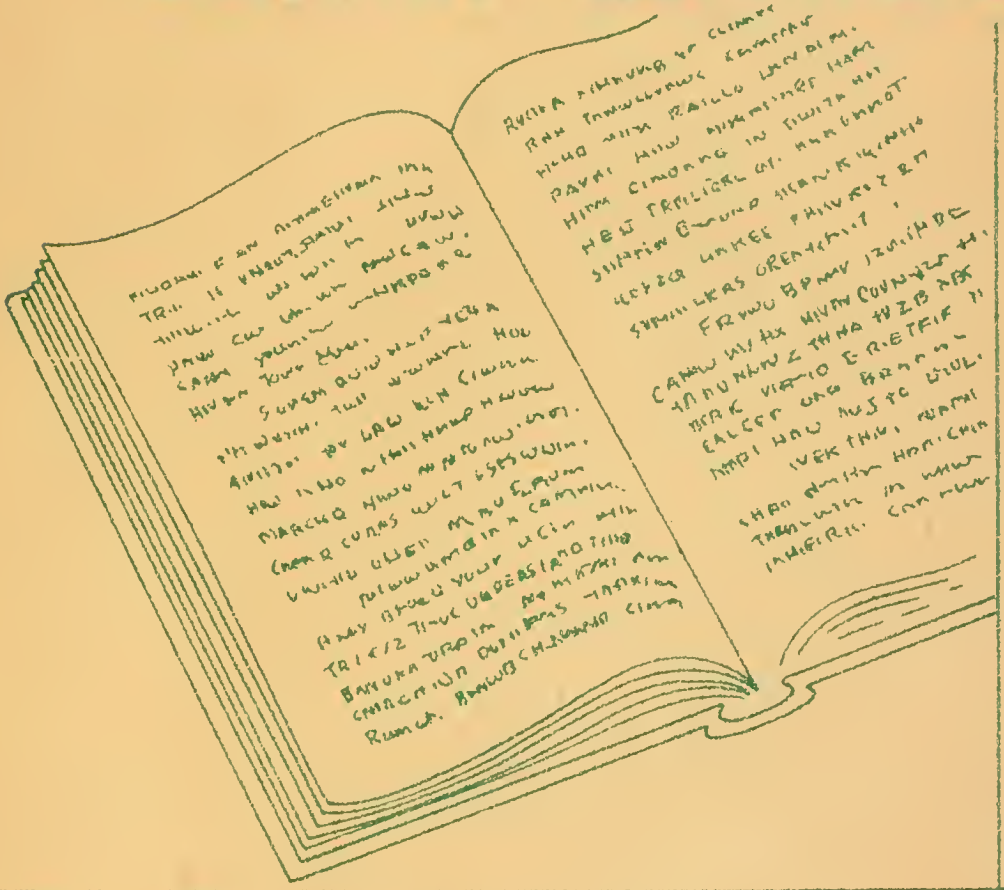
April 1961
Volume 6
No. 3

MONTANA

LIBRARY QUARTERLY



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MONTANA STATE LIBRARY ASSOCIATION

Volume 6, No. 3 April 1961

THE MONTANA LIBRARY QUARTERLY

Volume 6, No. 3 April 1961

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The Montana Library Quarterly is indexed in Library Literature.

PRESIDENT'S FOREWORD

By the time this message reaches you, plans for National Library Week should be well formulated and it is my sincere wish that each library in Montana will have such a successful program that the positive results will continue throughout the year.

Time for the Montana State Library Association meeting is fast approaching and plans are developing well. Elsewhere in this issue you will find the tentative program plus the registration blank. The program has been planned carefully to include help and inspiration for everyone - Trustees, Friends, Public and School Librarians. Committees have worked tirelessly to bring you a program you will not want to miss.

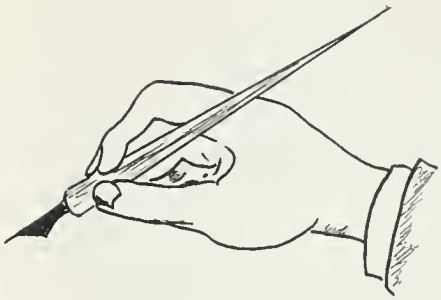
Now a word concerning Public Relations. What kind of impression regarding YOUR library do patrons take with them when they leave your community? Due to the transient and expanding population, we at the Glasgow library are in a unique position to hear about most of the libraries in the State. We have had numerous reports over a long period, some excellent, some good, and some not so admirable. It might be well to take a long look at HOW patrons are greeted and how efficiently requests are handled. Do you take full advantage of YOUR State Library? Do you, as Librarian, take TIME to meet patrons and determine needs? Do you train your staff to be courteous, patient, and helpful? Let us NOT forget that the library is for the entire community and WE are there to serve each individual to the very best of our ability.

We must CONGREGATE, COOPERATE and COORDINATE for better Montana libraries, so let us ALL make a real effort to be in Glendive May 5, 6, and 7. You will be glad you did.

Helen M. Ewing

MSLA
Conference
Glendive
May 5, 6, 7, 1961

Editorial



NATIONAL LIBRARY WEEK, 1961

The importance of reading and of insisting on our right to be informed cannot be more forcefully demonstrated than by two recent incidents.

One took place during a meeting in which a public official was questioning the contents of the kit issued in connection with the Vital Issues program. It was explained to him that the kit was factual and was intended to give a sound basis for public discussion of Montana's problems. His reply was "But we can't let the people do this sort of thing. It might be dangerous for us!"

The other appeared in a speech by another public official. This man was deploring the fact that the State budget was public property; he thought it would be much better if it could be kept under cover until it was all settled so that people would not be upset. This, he went on to say, was one of the "tragedies of democracy".

Your editor has had so many compliments on the January issue of the Quarterly that she wants to take this means of pointing out that Frances Wells was responsible for it. It was excellent and Mrs. Wells deserves our thanks and congratulation.

Institutional Library Service At Warm Springs, Galen And Deer Lodge

Elsie Ekegren

Strung along less than twenty miles of highway in the Deer Lodge valley lie three of Montana's special institutions: the State Psychiatric Hospital at Warm Springs, the State Tuberculosis Sanitarium at Galen, and the State Prison at Deer Lodge. In general, the residents of these institutions, whether voluntary or involuntary, are there reluctantly, and usually remain for months or years. This naturally results in a concentration of individuals who have more time than they know what to do with, and limited resources for anything like normal activities. One might deduce that the library programs, both in goal and method, would be similar in order to meet this apparently general situation. Nothing could be farther from the truth. Let us journey to each in turn, stopping first at Warm Springs.

There are two entirely separate libraries at Warm Springs, a staff library, and a general library.

The staff library was organized in 1954 to serve the professional needs of the staff and the educational needs of the students of nursing who participate in a psychiatric affiliation at Warm Springs as part of the required nurses' training program. The Library of Montana State College, furnishes and processes most of the books in the nurses' section, and for this reason the collection is kept and administered separately from the staff library, although housed in the same facility. The nurses' library has 584 volumes, 42 of which are bound periodicals. It receives 6 subscriptions in this field. The staff library has 1,111 volumes, 448 of which are bound periodicals. It receives 55 professional journals by subscription. This large proportion of journals is characteristic of technical libraries. There are adequate indexes and abstracts available for the periodical literature, a good card catalog for the book collection, and a classified vertical file for monographs, etc. The fields covered are psychiatry, neurology, medicine, social work, activity therapies, psychology, psychotherapy, geriatrics, and other related areas. This material is available for loan to any responsible professional agency or individual insofar as such loans do not interfere with the normal use of the library by the staff. The various mental hygiene clinics of the state have preferential treatment in the matter of lending.

The present librarian, Mrs. Evelyn Rogen, has had some training in library work. The library is now housed in the new more-than-million-dollar building, in a handsome room with fine work facilities. The hours are 9:00 to 5:00 week days. A member of the nursing instruction staff keeps the library open two or three evenings a week until 7:00 p.m. for student nurse use. The two collections are open both to staff and students, thus making available to students much professional material that otherwise would be unattainable.

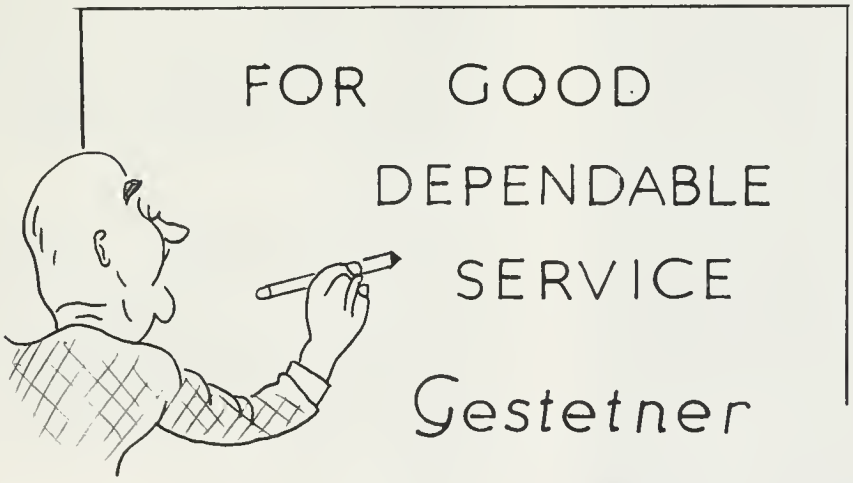
This staff library has made a tremendous contribution to the continuing professionalization of the over-all hospital program, and the hospital is justifiably proud of it.

The other libraries to be discussed in this article are the general libraries that serve patients or inmates of the various institutions, and these three invite comparison.

The general library at Warm Srpings has the most complicated service demands. This is because the same collection of books, the same librarian, and the same library room function to serve patients of all kinds from the severely ill and regressed through the convalescents, and including the members of the alcoholism program, who, ostensibly, have full possession of their faculties after the initial sobering-up phase. In addition to patients, the library also serves the personnel who live on the grounds. This involves active use by children of school age. The patient population numbers about 1725; employees and families in residence about 490; - a rough potential of 2200 users.

The library itself is a very sunny, attractive, spacious room. Unfortunately, it is on the third floor of an old building which has no elevator and is not conveniently located. Many elderly or physically handicapped patients simply cannot get to the library. Nor can spare minutes be used by the casual visitor to drop in, since time, exertion, and therefore, usually, planning are involved.

This general library was also organized in 1954, the first real library effort at the hospital, although there had always been books in one place or another. The collection is simply catalogued, and the card catalog is surprisingly well used. There are about 3800 volumes in the collection, all donated. The hospital pays for the periodical subscriptions (45 magazines and 8 newspapers), although a few are donated. The library is open five days a week from 8:00 a.m.



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to 4:00 p.m. The circulation records are so maintained that there is a rough cumulative record of all books borrowed by any one patient. This material could be of interest to a researcher in bibliotherapy or in this special area of psychiatry. It is estimated that about 30% of the patients participate in some way in the library program.

There are three types of service to patients. The regular schedule, on which groups of patients from closed wards are brought to the library each week, constitutes the heaviest demand on the time and energies of the librarian. These groups vary from five or six to twenty or more. The patients on some of these wards are quite regressed or disturbed, and include people who cannot or do not read at all. For these, going to the library is primarily a social experience, and it then becomes the duty of the librarian to try to reach the patient by some kind of communication, occasionally not even verbal. The simplest devices must sometimes be used, such as talking about a picture in a magazine, or about the bulletin board, or showing a new growing plant, or wearing a new dress. Almost anything can become the something upon which a momentary interest can be fastened and a contact with the withdrawn patient made. The librarian naturally assumes more normal library activities with less regressed or disturbed patients. Two bulletin boards are maintained. A very large one in the reading room is done rather lavishly and is keyed to seasons and holidays, or something of universal interest such as animals, babies, or flowers. The other board at the entrance of the library displays book covers and book talk.

The second level of service is to patients who are on open wards, meaning that they are well enough and responsible enough to move freely about the grounds during the day, and participate in a part-time work program. They may come at any time they have available time and the library is open. These patients are, for the most part, convalescents and alcoholic patients, and for these the library activities are quite the usual ones and often very challenging, for all kinds of backgrounds, abilities, and interests are represented. However, the fundamental objective of the librarian in serving any patient of this hospital is to create the kind of general atmosphere and individual contact, if possible, in which the patient feels accepted and finds some motivation.

The third area of service to patients is the maintenance of independent ward libraries. There is no record and no control of these. They consist of extra copies or of discards from the main library. These small collections serve those patients physically unable or not sufficiently motivated to go to the library. The books are changed about four times a year. Each week a large stack of magazines is sent to each ward. These are considered expendable.

The functions of the library and librarian are standard with regard to the resident employees and student nurses. It is estimated that 40 to 50% of resident personnel and their families make some use of the general library facilities at Warm Springs.

Donations of books are welcome at all times. The librarian advises that hard back mysteries are not wanted, nor novels dealing with heavy, disturbing human problems, or out-of-date non-fiction, especially biographies. She would welcome westerns, light fiction, books on travel, history, adventure, and dictionaries.

In the matter of magazines, the demand is so heavy that a continuous supply arrangement was set up in Butte under the sponsorship of the Butte Branch of A.A.U.W. They have placed depositories for donations of used magazines in several parts of the city, and these donations are picked up each week or so by the hospital. Other individuals and groups in Butte and Anaconda contribute magazines independently of this major program. All this periodical material is considered expendable, and once it goes to a ward, it never comes back to the library. The hope is to always have a large enough supply so that patient expectations need never be disappointed. In addition to the stacks sent to wards, previously mentioned, almost every patient who visits the library will wish to take at least one magazine with him (or her). Naturally, the newer, more attractive the magazine, the more "lift" it provides the patient. Offerings of ragged, soiled magazines may act to reenforce feelings of rejection and self depreciation that many of them have. Therefore, the donations of attractive materials, both books and magazines, is urged, rather than housecleaning gleanings from attic and basement. A word of caution: the hospital does not advise shipping used magazines to them. Postage or freight, as the case may be, would be better spent toward a new book. The needs for magazines are met by the program in force. Good books are always welcomed.

Let us move four miles north to the State Tuberculosis Sanitarium. Here the library is provided to serve only the patients, who number about 200 on the average, more in winter, fewer in summer. It is a part-time library, averaging three days a week.

This library was first organized in 1959. There had formerly been a topsy turvy accumulation housed in a poorly lit, poorly equipped room. What supervision it had previously enjoyed had trickled feebly and uncertainly along paths of least resistance from one to another of the patients who were allowed "to be librarian" as work therapy or as a small source of income. Some of these were, no doubt, readers themselves, some not at all. Some may have had some idea of library service, some none at all. And none was physically equal to the task of hospital library service.

When the library was finally organized so that reading resources became known and were made available, and it was administered by someone physically able to implement a strenuous program, the hospital reading increased dramatically, - perhaps seven or eight times the original use within six months. A spot check made for this article revealed a patient census of 204 with 106 books in circulation. This did not include paperbacks, magazines, or comic books that, together will easily run ten to one. About 80% of the patients are reached in one fashion or another by this library program. Galen is a librarian's paradise, for books and people really do get together.

There are about 1500 good books in this collection. There are probably nearly a thousand paperbacks, a very useful medium for hospitals because they are easy to hold in bed. These are rather carefully screened to avoid the shockers of one kind or another. These materials are all donated, as are most of the twenty-odd magazine subscriptions received. The quality of the book collection has been greatly improved by purchases made possible by the Leta Coffin Fund. This fund, originally about $700, was bequeathed by a former employee for the purchase of hard back books only. The fund is administered by Mrs. James MacCalman of the Deer Lodge Public Library.

The Galen library is still housed in the same poorly lit, poorly equipped room, but it does have the advantage of being marvelously well located. It is a matter for wonder why a library was not planned at the same time that the superlatively designed and equipped craft room was built a few years ago.

The first service goal of this library, as part of the total treatment plan, is to help the patient pass long hours more easily, and it is hoped, with some degree of pleasure or profit. For this reason, some materials not justifiable in public libraries, or at the prison or the state hospital, become useful here. All patients, whatever their reading level or tastes, have an equal claim on the library service for the particular materials that will help them meet the frustration and boredom of long months of hospitalization.

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For the patients to whom only trash appeals, an effort is made to supply the top grades, for there are grades even of trash. For instance, no gift moneys are ever spent on detective magazines, or true confessions, or comics, but used copies are gratefully accepted to provide relaxation for those who read at that level. These materials are never offered by the librarian, but are brought to the patient when indicated. A sick person isn't likely to accept reading unless he's sure he will like it, but from there it is often easy to lead him on to more substantial reading.

In the case of patients who have never developed any taste for reading, and who now find themselves with almost unlimited opportunity to read, the game becomes exhilarating. What fate rides with the success of the first book recommended to such a patient! If the bait is taken, the fish is caught, and that person enters a world new to him, and with specific therapeutic and personal values. But, alas, if the bait isn't the right one, the fish may be lost forever -- the "I tried a book once and didn't like it" syndrome.

Galen, also, needs continuing donations to keep the collection going. The kinds not wanted are generally the same as at Warm Springs. Especially to be avoided are books dealing with sicknesses and death. Books most wanted include good light novels of all kinds: westerns, romances, mysteries, teen-age fare, and standard. In non-fiction, the following are avidly read: books about the outdoors, especially about wild animals; books about Montana; books about American Indians, for there is always a large number of Indian patients here who really read this material when it is available. Also welcome are general, but not out of date, books

on history, travel, and the like. There is need for light-hearted stuff, but not the anthology of American humor type.

It is possible that by the time this article is in publication, the service program of the library at Galen may be somewhat altered, due to changes in personnel. However, the basic picture of needs would not be altered.

The "last long mile to the death house" is a fairly pertinent description of the last fourteen miles as we proceed to the prison at Deer Lodge. The entire library situation at the prison is almost unbelievably bad excepting for the determined spirit of the man presently in charge, Mr. John Story, and the eternally springing hope of the Director of Education, Mr. G. R. Friedberg, in whose department the library falls.

Inmates at the prison fall into three main groups: Those (trusties) who live and work on the farms (minimum security), those (trusties, also) who live in the compound, and those (the main group of prisoners) who are confined within the walls. Included in the last group are the maximum security group of prisoners.

All books received by donation are examined by prison authorities (not the librarian and most usually not the director of education), and only after their approval does any book go to a prisoner of any category.

The men on the farms get the overflow of extra copies as well as a share of paperbacks on a special program that will be described later. There is no organization whatsoever.

The men in the compound have their own "library" in the charge of a trusty who has no supervision from, or connection with, the library proper. This compound "library" consists of about 500 volumes, mostly overflow from gifts screened by prison authorities. The men who use this library are those who work in the shops, garages, and the like. The library is housed in a small room in the compound dormitory, and is open an hour and a half each evening. It is not a gathering place for browsing and choosing, but functions rigidly as sort of a dispensary. Inmates go to the door, take their books, and move on at once. No loitering. Reason? Security. These men also participate in the paperback book project mentioned above. It was stated that women prisoners receive their library service from this collection, but no information was given as to how this is done.

However, when one says "prison library", it is the library within the prison walls that is meant. This library serves the majority of the prisoners, about 300 in number.

Mr. Story seems impressively resourceful in the discharge of his unusual combination of duties. The watchword here is not rehabilitation, or self improvement, or even recreation, although these are hoped for. The watchword is, first, last, and always, security. No prisoners are allowed to come to the library, for instance, because this would create a security problem.

The library is housed in the basement under the theatre. I am informed that potatoes formerly were stored here, but a better place was found for the potatoes. Mr. Story has devised his own classification system which he finds adequate and useful. There are about 5200 volumes, mostly fair in quality, and these are listed under the classification-call-number system, mentioned above, in a mimeographed

catalog, which is revised from time to time with supplements. Prisoners select desired titles from this catalog. Nearly all books are donated, and there has lately been an over-all improvement in the quality of the collection, although there is still a complete lack of useful reference material. However, the prison school is slowly building a reference collection, and materials are available to non-school prisoners on approved request. The library is open 36 hours a week, which they deem adequate, and on the basis of active library cards, 66% of the inmates avail themselves of its services.

Censorship of reading, as already indicated, is most rigid. Men in maximum security are not allowed any fiction whatsoever. No clear reasons for this were given. The Christian Science Monitor, fortunately one of the best newspapers on the national scene, is the only newspaper allowed anywhere in the prison, since, as a matter of policy, it does not report crime. In every area of the library program, if goals of service and security are in opposition, the decision is rendered in favor of security.

There are six inmates assigned to work in the library daily, two printers, one binder, a runner, a typist, a janitor. This distribution of work is not hard and fast, nor, except for the runner and janitor, are the titles always realistic. The prison newspaper is made up here, the catalog is mimeographed here, and some simple binding is done. But to say that there exists at the prison either a bona fide printing or binding program would be to greatly exaggerate. The chief problem with regard to this prison help in the library, next, of course, to security, is to keep them occupied, so there is much made work; for instance, there are redundant files, etc.

The mode of operation is as follows. The library runner delivers requested books, picks up requests for future delivery, and returns books from prisoners to the library every day. So that each prisoner will be assured of a book he wants, in spite of circulation "outs", lists of about 25 titles are kept ahead. No inmate may have more than two books at any one time (excepting for good reason such as correspondence study), but books may be borrowed daily, if desired. All books returned by prisoners are carefully scrutinized for contraband or messages of any sort before being put back into the collection.

A project that sets most boldly in relief the stringent censorship at the prison is the paperback book program, instituted recently. The prison authorities wrote for publishers' lists of titles, and several hundred paperbacks were selected for purchase. These were appropriately marked and are for sale to inmates. Inmates can resell them to others. No other paperbacks from any source whatsoever will be allowed in the prison, or in the compound, or on the farms. Each month a new group of titles will be purchased. This program has nothing at all to do with the library program, nor is the librarian in any way involved. All profits go to the Inmates' Welfare Fund.

An effort was made by this reporter to find out what were the criteria upon which censorship was based, and did there exist professional aids for prisons such as the hospital book lists, and, if so, were such aids used. Neither the librarian nor the education officer could provide answers, partly, perhaps, because they are not called upon to help with the censorship. No sex, no blood and thunder, no crime, was as specific an answer as was received. There was no way to determine the capacity of the indi-

viduals making the selections as related to their knowledge of books and reading. This particular area is of great interest, I think, and full of questions begging for answers.

The prison, too, needs donations, although it has a small budget which the other two institutions do not. The donations most devoutly to be longed for are technical books, books about mechanics and trades, such as automotive mechanics, welding, pipe fitting, practical electrical wiring, etc. so that a shop reference library can be built. But please! No books on chemistry, however new and attractive! There might be a stray formula for gun powder or other explosive. And naturally not books on firearms or locksmithing! Other reading areas desired are books about the outdoors, sports, travel, history, selected biography, and good fiction that avoids sex and crime. Others not wanted here, or anywhere, for that matter, are old school texts, old encyclopedias, old sets of any kind, and sensational or over-stimulating fiction.

If nothing else, our little jaunt to these three libraries has demonstrated graphically that the people who use a library make that library what it is at least as much as do the books or the librarian. Each of these libraries is what it is, and functions as it does, because of the nature of its patrons. The obvious goal in each case is to mitigate the boredom, anxieties, frustrations, and unhappiness of these unfortunate people, and to hope for by-products of remotivation, rehabilitation, self help. When I say unfortunate, I do not mean unfortunate in the sense of destitute. Some patients at Warm Springs, especially in geriatric wards, and a few at Galen may be so classed, but more and more people of average and better means are voluntarily seeking, or their families are seeking for them, the specialized treatment available at Galen and Warm Springs. Certainly people who are faced with acute or chronic mental illness, with alcoholism, or with tuberculosis are unfortunate. And certainly people who find themselves in conflict with society are likewise unfortunate. And it is the over-all treatment approach that makes the work of these libraries so different and so challenging. It is true that not everyone can work in such situations. One would always hope that such positions are filled by people who are not intimidated by unusual demands on their humanity, compassion, and patience, rather than by people who are indifferent to such demands and so are able to accept such situations.

As a quick note here, I might state that none of the people now in charge of these three libraries has had any library training or previous library experience.

To recapitulate, the primary challenge of the librarian at Warm Springs is to relate constructively with the patients, and to create a warm, accepting, and, if possible, stimulating atmosphere. This is all that can be done for some patients, and for those many for whom practical library service is realistic, it still remains the necessary basis of this service.

The primary challenge of the librarian at Galen is to foster an interest in reading where there has been none, and to pamper or nudge up the reading tastes existing. Since these people are ill and understandably fussy and sensitive, and since the goal of the library is not educational, but recreational and therapeutic, no effort is made to judge or openly attack the reading tastes of any patient. The library tries, within reason-

able limits of taste and effort, to find for each patient what will give him the best refuge from self-remembering, and will pass the hours most pleasantly.

The prison library program is bounded on all sides by considerations of security. It is amazing that any library program at all can go forward under the total array of existing circumstances. But things are looking up under present leadership, and forward steps can be expected. Indeed, some have already been taken.

It is profoundly shocking, to one unused to prisons and their problems, that any group of human beings should present such problems to another as do the prison inmates to the authorities and staff. And one cannot help wondering, in passing, how, in our time, and by what system of values, security, with whatever connotation, could have alone become so generally accepted a goal for a life's full effort. The inmates at Deer Lodge would seem to have it made!

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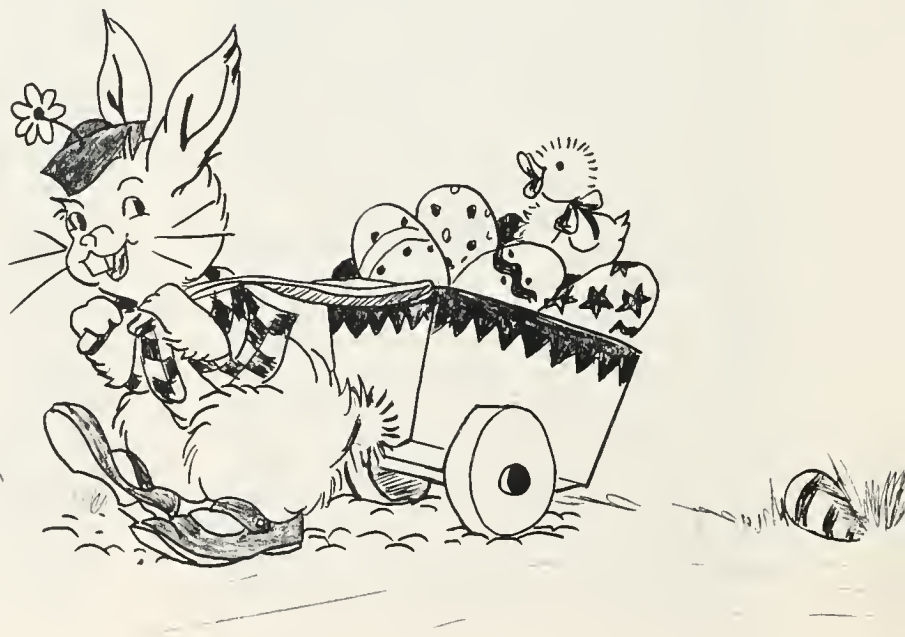
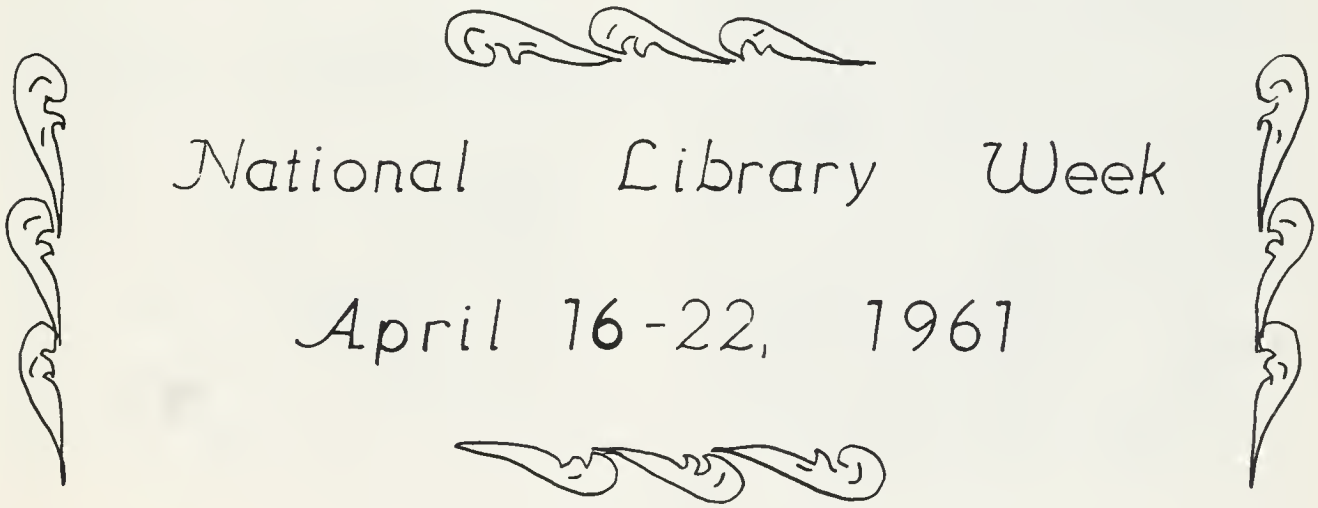


Table of General Library Facilities

	Warm Springs	Galen	Deer Lodge
Potential users	1700 patients 500 personnel (includes families and student nurses in residence)	200 patients	300 prisoners
What Proportion are reached?	Patients - 35% Personnel - 40 to 50%	80%	66%
Size of collection	3800 books 45 magazine subs. 8 newspapers	1500 books 21 magazine subs.	5200 books No data on periodicals
Source of materials	Books - donations Other, some paid by hospital	Books - donations Other, some paid by hospital	Donations plus a small budget
Housing	Room - good Location - poor	Room - only fair Location - excellent	Room and location both wholly unsatisfactory



Among Friends

Jack Richardson

When I try to write something for or about the library movement, I try to think of something new and inspiring, and down to earth, but I believe everything has been said before. For instance: "For a richer, fuller life, READ." Or the goal of National Library Week: "a better-read, better informed America."

The instructions and suggestions in the manuals and pamphlets for Friends of the Library tell you "how" better than I can. "The Library Image", a manual issued by the State Library Extension Commission, tells you "how", "what", "why", and "by whom".

So, then I start soaring and eventually find myself out in the left field firmament of the universe, - and find that someone has been there before me, too. Listen to these three men from India.

Mahatma Gandhi: "Civilization is the encouragement of differences. Civilization thus becomes a synonym of democracy. Force, violence, pressure, or compulsion with a view to conformity is therefore both uncivilized and undemocratic." And again, "Prejudices and superstitutions die hard. They cloud the reason, befog the intellect and harden the heart."

Rabindranath Tagore:

"Where the mind is without fear
and the head is held high;
Where knowledge is free;
Where the world has not been
broken up into fragments by
narrow domestic walls;
Where words come out from the
depth of truth;
Where tireless striving stretches
its arms towards perfection;
Where the clear stream of reason
has not lost its way into the
dreary desert sand of dead
habit;
Where the mind is led forward by
Thee into ever-widening
thought and action -
Into that heaven of freedom, my
Father, let my country awake."

Jawaharlal Nehru: "There is perhaps nothing so bad and dangerous in life as fear." And this gem I'd like to quote to our legislators in Helena: "Idealism is the realism of tomorrow. It is the capacity to know what is good for the day after tomorrow or for the next year and fashion yourself accordingly. The practical person, the realist, looks at the tip of his nose and sees little beyond; the result is that he is stumbling all the time."

End of quotes. One bit of active participation I can suggest for all is to attend the M.S.L.A. Conference May 5, 6, & 7. You'll be surprised at the enthusiasm and inspiration you will take home with you.

ALA Conference

Cleveland, Ohio

July 9-15

1961

A New Year's Gift

Dorothy Floerchinger*

On New Year's Day the Conrad Library received word that it had been selected to receive a one thousand dollar Dorothy Canfield Fisher Award. Can you think of a more wonderful way to begin the new year?

When Ruth Longworth encouraged us to submit our application it seemed presumptuous to even dream that we might win such an award. However, as we began to list the accomplishments of the Conrad Library over the past two and one half years we were amazed by the change that had taken place.

We had started with an antiquated collection of books and a monthly circulation averaging about 160. There were 150 outdated borrowers' cards, many of the patrons having either moved away or died. Most of the books had not been removed from the shelves, except for dusting, for some ten years.

The report at the end of the fiscal year of 1960 showed these changes: 32,741 books had been circulated from a collection of 6000 mostly new books. There were 1245 current borrowers' cards. A bookmobile was serving the entire county, and Valier had joined the federation. Several successful community projects were made possible by Friends of the Library: a children's story hour, adult book reports, and a monthly newsletter to all organizations of the community. The Jayceens had taken charge of the National Library Week activities, and the Conrad Woman's Club held a Book Fair during Book Week. The Library Board sponsored a series of discussions on the National Purpose. All this for an average cost per capita of $2.20, but made possible only with the help and guidance of the State Library Extension Commission and the federation with the Great Falls Library.

A committee composed of teachers, librarian and members of the Library Board have selected the first 50 books to be received under the award. Many needed reference books have been chosen--books on history, current affairs, biographies, national history and science. Books about Montana or by Montana authors are also being added to our Montana collection. These books are to be on display at the time of the presentation of the award on April 15.

Winning the Dorothy Canfield Fisher Award is proof to the skeptics that the program we have followed is worthwhile, and the valuable award will make it possible to offer additional services to our many enthusiastic patrons.

*Mrs. Floerchinger is chairman of the Board of Trustees of the Conrad Public Library.

PNLA Conference

Eugene, Oregon

September 7-9

1961

MASL Notes

Mrs. Frances Wells

If you haven't already made some sort of plan for the celebration of National Library Week, April 16-22, hurry and do so. Special attention to the importance and needs of your high school library can be carried out at this time because of articles in mass circulation magazines. Good community relations are just as important for a high school library as for a public library - and not as easy to achieve since the public has little or no opportunity to see or use the high school library. Let your community know why school libraries are necessary; this is your golden opportunity!

Elsewhere in this issue of Montana Library Quarterly you will find information on the Montana State Library Association conference to be held in Glendive. Plan to attend and suggest to your administrators they attend, too. Saturday will be a big day for school librarians. Plans were made so that if you couldn't get Friday off you would receive much benefit from the Saturday meeting.

All good things come to those who wait - perhaps I'm not quoting exactly, but the meaning is true, for I talked to Mrs. Longmaid of the Department of Public Instruction the other day and the Guide for School Libraries is at the printers and should be available to all school librarians soon. I'm sure this will be a useful guide to the trained as well as the untrained.

The application forms have been received from AASL for a grant to assist in implementing the new school standards in Montana. At the March meeting of the State School Library Committee plans were formulated to forge ahead with this program here in Montana. This grant was made possible through the Council on Library Resources, Inc. It will be an 18 month program, with rented headquarters in Chicago. A major goal is to encourage each state to establish by June, 1962, a long-range plan for implementing the standards. This is great news for school librarians in Montana!

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UNITED STATE SENATE
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August 19, 1960

Mr. Raymond E. Williams
Minneapolis Public Library
1001 Hennepin Avenue
Minneapolis 3, Minnesota

Dear Mr. Williams:

I was happy to receive from my friend Hubert Humphrey the request to send a few words as you open the election exhibit in the Minneapolis Public Library.

We have arrived at a time of crisis in our affairs, but the American public has entered into a willing debate in order to discover any initiatives through which we can recapture our national momentum and moral purpose. In this national task our free public libraries play an especially significant role.

The times we live in require each of us to be a little more decent, alert, intelligent, compassionate and resolute in our daily lives -- that we exercise our civic duties, whether paying taxes or electing Presidents, with extra pride and care -- that we use our freedom of choice to pursue our own destiny in a manner that advances the national destiny, in the work we produce, the subjects we study, the positions we seek, the languages we learn, the complaints we voice, the leaders we follow, the inconveniences we endure.

Every American must take far more seriously than he has in the past decade his responsibility for achieving and maintaining a democratic society of a truly model kind, worthy to be the champion of freedom throughout the world.

To a large degree this requires the diffusion of knowledge and information, for we cannot be alert to the issues of our society and of the world at large unless we are well furnished with the insights which are so well afforded by the resources of a library such as you have in Minneapolis.

I am delighted to send this message of greeting to the citizens of Minneapolis and to pay tribute to the American free public library system which plays such a vital role in creating an informed public opinion.

Sincerely,

/John Kennedy/

John F. Kennedy

National Library Week

Paul B. McCleave*

There is excitement in the air for the fourth annual observance of National Library Week in Montana, April 16-22.

Nationwide, National Library Week is marked by a variety of events designed to encourage lifetime reading habits and to stimulate support and use of library services. By securing widespread organizational endorsement of the purpose of the Week, by arousing thousands of individuals to take part in the celebrations, and by using every possible mass resource to bring home to the millions the value of the printed word, the status of reading and of library services has been greatly enhanced in well over 5,000 participating communities across the nation.

In Montana early reports of plans for varied celebrations tempered to individual locales, indicate that this fourth observance will be magnified in every area of the state. Citizen participation in promoting the programs has been particularly heartening and we are very grateful for the help of our many friends and organizations in furthering awareness of the importance and value of libraries of all kinds. Surely such an increased awareness of the need to read cannot fail to stimulate the growth of Montana libraries and to provide good reading for every resident.

We can be very proud of the progress that has been made in Montana in the past few years. Using NLW to the best advantage to obtain the kind of library services we need has paid off in year-round use that is made of our libraries.

Congratulations to all of you for the part you are taking in this year's program. I want very much to hear from all of you so that I may compile a final report and so that you, too, may know of the steps we have taken toward providing a "richer, fuller life" for all.

*Dr. McCleave is State Chairman of National Library Week.

"If this nation is to be wise as well as strong, if we are to live up to our national promise and live up to our national destiny, then we need more new ideas for more wise men reading more good books in public libraries."

J. F. Kennedy

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Reinforcement Of Paperbacks

Constance E. Piccioni*

During 1960 more than three hundred million paperbacks were sold in the United States. Many libraries are taking advantage of the low cost, and are adding some of these inexpensive volumes to their collections. Although the purchase of paperbacks in this library has generally been restricted to those titles not otherwise available, we have enough in our collection so that we have felt a need for a method of reinforcing paperbacks to make them more suitable for library use.

We have attempted to find a method that would be completely satisfactory and at the same time, inexpensive in both time and material. We have tried two products:

1. Gaylord's laminate, available in 20" x 24" sheets at $1.15 per sheet
2. Transo-film, sold by Crossley-Van Deusen and available in 20" x 36", sheets at $1.25 each

Both materials are transparent, self adhesive, and can be lettered by electric stylus. Transo-film is heavier than the laminate. It may be stronger, but it is much less flexible.

We have two methods. The only variation is in step 3, as indicated below. In the alternate method, the plastic rather than the book cloth takes the wear at the hinge.

1. Remove contents from cover
2. Place cover on flat working space with outside of cover up.
3. Cut two pieces of plastic, one for front and one for back cover, each piece about $\frac{1}{4}$" narrower than the paper cover. Place plastic on cover and rub down thoroughly so that no air pockets are left between paper and plastic. Cut a strip of book cloth wide enough to cover the spine and extend at least $\frac{1}{2}$" over plastic at front and back. Cloth strip should be cut 1" longer than cover and turned over cover at top and bottom.
3. (Alternate) Place one sheet of self adhesive plastic over entire cover and rub down thoroughly.
4. Trim plastic to exactly fit the outside edges of cover.
5. Scrape from back of contents any loose bits of paper or glue.
6. Tip an end sheet to both front and back of contents.
7. Apply new coat of plastic glue to back of contents and place contents into cover being careful to get contents well into the back so that cover will fit smoothly and evenly.
8. Press overnight.

Our experiments in reinforcing paperbacks have been done too recently to offer any sound conclusions. Perhaps further improvements will be made, but from our observations to date, both methods seem to produce satisfactory results with a minimum of time and materials.

*Mrs. Piccioni is Acquisitions Librarian, Montana State College.

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HIGHLIGHTS OF THE PROGRAM
MONTANA STATE LIBRARY ASSOCIATION
MAY 5, 6, 7, 1961 - GLENDIVE

THURSDAY, MAY 4

7:30 - 9:00 P.M.	Coffee Hour, Jordan Hotel

FRIDAY, MAY 5

9:00 - 12:00 Noon	Institute on "Interpreting the Library to the Community" conducted by Miss Ruth Warncke, who directed the Library Community Project of the American Library Association.
12:00 Noon	Luncheon
2:00 - 4:00 P.M.	Afternoon session. A continuation of the morning program; Miss Warncke, with Trustees, Friends and librarians participating.
7:00 P.M.	Banquet - Mr. Leonard H. Langen, Attorney at Law, Glasgow.

SATURDAY, MAY 6

9:00 - 9:45 A.M.	General Business Meeting
9:45 - 10:15 A.M.	Coffee Hour, with time to meet the exhibitors.
10:15 - 12:00 Noon	Division Meetings School Library Division business meeting - Frances Wells Chairman Trustees and Friends meeting with Miss Warncke Public Librarians; "On to Missoula, July 17-28" College and University Librarians meeting
12:00 - 1:30 P.M.	Luncheon - "A.L.A. School Library Standards", Letitia Johnson, Speaker
1:30 - 3:30 P.M.	Interpreting the School Library Miss Warncke, with librarians, administrators and board members participating
3:30 P.M.	Trip to Makoshika State Park
7:30 P.M.	Banquet - Speaker to be announced.

SUNDAY, MAY 7

8:30 - 10:00 A.M. Breakfast Business Meeting
Installation of Officers

****

Let us make every effort to attend this conference. Miss Warncke is tops in the nation for her dynamic presentation of methods of acquiring community support for all library programs. This is an opportunity none of us should miss!

48th ANNUAL CONFERENCE
MONTANA STATE LIBRARY ASSOCIATION

YOU ARE INVITED

The Montana State Library Association and the librarians of Glendive invite you to attend the 48th Annual Conference of the Association at Glendive, Montana, May 5, 6, 7, 1961.

The preliminary program is in this issue of the QUARTERLY.

All meetings will be held in the Washington School Auditorium. Location of other functions will be on tickets for each event.

REGISTRATION AS FOLLOWS:

Thursday Evening	May 4, 1961	7-9 P.M.	Petroleum Room Jordan Hotel
Friday	May 5, 1961	8-11 A.M. 2-4 P.M.	Washington School Auditorium
Saturday	May 6, 1961	8-11 A.M.	Auditorium

Facilities will be provided to receive your M.S.L.A. dues at the registration desk, when it is open.

TRAIN SCHEDULES -

N.P. #26 east bound
Arrives 5:14 P.M.
N.P. #25 west bound
Leaves 6:22 A.M.
N.P. #2 east bound
Arrives 5:42 A.M.
N.P. #1 west bound
Leaves 11:50 P.M.

BUS SCHEDULES -

East bound arrives 2:25 P.M.
9:00 P.M.
12:20 A.M.
6:20 A.M.
West bound leaves 2:10 P.M.
10:45 P.M.
3:40 A.M.
7:30 A.M.
High Line Bus
Arrives 9:25 P.M.

HOTELS

Jordan Hotel	Across from N.P. Depot, five blocks from Washington School Auditorium, Greyhound Bus Station in same building, large parking area adjacent for hotel guests. $4.50 - 1 per. $6.25 up - couple	

MOTELS

Best Motel	#10 east, Gresham St. & Ames Avenue	$7.00 couple
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El Centro	112 S. Kendrick Avenue 4 blocks from Hotel 6 blocks from Auditorium	$5.00 couple $6.00 couple twin beds
Hilltop	1610 N. Merrill Ave. #10 east	$6.00 couple
John's Motel	#10 west, West Glendive	$4.00 couple
Main Motel	106 S. Douglas	$6.00 couple $9.00 couple twin beds
Rock Log Lodge	#10 east, 1313 N. Merrill Ave.	$5.00 couple
Uptown Motel	503 N. Merrill Avenue 2 blocks from Hotel & Depot 3 blocks from Auditorium	$6.00 couple

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Back Issues of Quarterly Solicited

We have been receiving a number of subscription orders lately, with requests for back issues. As we have never printed many more than our membership and subscriber list, we are quite unable to fill these requests. If any of you have issues of the Montana Library Quarterly that you do not need, I should be glad to receive them. The only one we do not need is April, 1957. Please address: Lesley Heathcote, Montana State College Library, Bozeman, Montana.

The Editor

Notable Books Of 1960

A Selected List

Adams, Ansel E. and Newhall, Nancy. This is the American Earth. The rhythmic prose and peerless photographs are an outstanding contribution to the cause of conserving our national scenic resources. Sierra Club (distr. Knopf).

Adamson, Joy. Born Free. Elsa, orphaned lion cub, was raised as a pet, then re-educated to return to the African jungle. Pantheon.

American Heritage. Ed. Picture History of the Civil War. Lucid prose plus fine pictures and maps make this outstanding. Doubleday.

Asimov, Isaac. The Intelligent Man's Guide to Science. 2v. Well-proportioned survey, which moves from history to the newest discoveries. Basic Books.

Baruch, Bernard M. The Public Years. Further memories of the financier, philanthropist and adviser to presidents, covering almost fifty years in public affairs. Holt.

Bates, Marston. The Forest and the Sea. Of the interdependence of man and nature, by a scientist who is also a wise philosopher. Random.

Berckelaers, Ferdinand L. Sculpture of This Century. An illustrated survey from Rodin to the present. Braziller.

Berenson, Bernard. The Passionate Sightseer. Sensitive and informed observations from diaries of the noted art critic on a post-war trip through Italy. Simon.

Blake, Peter. The Master Builders. The story of modern architecture told through the lives and works of Le Corbusier, Mies van der Rohe, and Frank Lloyd Wright. Knopf.

Bowen, Elizabeth. A Time in Rome. An observant writer's reactions to the city and its history. Knopf.

Brown, Robert M. & Weigel, Gustave. An American Dialogue. "A Protestant looks at Catholicism and a Catholic looks at Protestantism" - a salutary exchange. Doubleday

Catton, Bruce. Grant Moves South. Emergence of Grant as a great military leader. Little, Brown.

Copland, Aaron. Copland on Music. Occasional pieces covering thirty years. Doubleday.

Cousins, Norman. Dr. Schweitzer of Lambaréné. An intimate view into the work and spirit of the renowned humanitarian, including his attitude toward atomic war. Harper.

Durrell, Lawrence. Clea. Final volume of the "Alexandria Quartet", exploring with discerning insight man's quest for life's meaning. Dutton.

Eiseley, Loren C. The Firmament of Time. How man can comprehend himself as a part of nature and a product of evolution. Atheneum.

Frankfurter, Felix. Felix Frankfurter Reminisces. Candidly expressed opinions on a wide variety of topics. Reynal.

Gombrich, E. H. J. Art and Illusion. The relation between art and the viewer, presented with wit and richly illustrated. Pantheon.

Graves, John. Goodbye to a River. Contemplative journey down the Brazos river. Knopf.

Grout, Donald J. History of Western Music. A well-written, comprehensive account. Norton.

Heilbroner, Robert L. The Future as History. Provocative discussion of the forces which are shaping our future. Harper.

Hersey, John. The Child Buyer. An attempt to purchase a 10 year-old boy-genius for exploitation, cast in the form of Senate hearings. Knopf.

Kahn, Herman. On Thermonuclear War. Important discussion of the prospect of a nuclear war and the methods of escaping total destruction. Princeton University Press.

Knowles, John. A Separate Peace. Quiet, perceptive study of the fatal relationship between two adolescents. Macmillan.

Kobler, John. The Reluctant Surgeon; A Biography of John Hunter. An illuminating portrait of the Scottish farm boy and founder of scientific surgery against a background of 18th century London. Doubleday.

di Lampedusa, Giuseppe. The Leopard. Urbane portrayal of the dissolution of a 19th century aristocratic Sicilian family. Pantheon.

Lee, Harper. To Kill a Mockingbird. A young girl's growth in tolerance and understanding in an Alabama town of the 1930s. Lippincott.

Lewis, C. S. The Four Loves. Philosophical discussion of the varieties of human love. Harcourt.

McGinley, Phyllis. Times Three. A delightful collection of deft light verse on an infinite variety of subjects. Viking.

Mauriac, François. The Son of Man. A moving meditation on Christ's identification with the suffering of modern man. World.

Morison, Elting Elmore. Turmoil and Tradition: a Study of the Life and Times of Henry L. Stimson. An excellent appraisal of an outstanding statesman. Houghton.

Nowell, Elizabeth. Thomas Wolfe. This penetrating biography by Wolfe's literary agent is an outstanding contribution to literary history. Doubleday.

Pope-Hennessy, James. Queen Mary; 1867-1953. A fitting portrait of a regal lady, well-documented and very readable. Knopf.

Priestley, John B. Literature and Western Man. A panorama of authors and their works during 500 years. Harper.

Read, Conyers. Lord Burghley and Queen Elizabeth. The second and concluding volume of the political biography of William Cecil; careful and exacting, based on manuscript sources. Knopf.

Rostow, Walt W. Stages of Economic Growth. Controversial theory, stated with conviction. Cambridge University Press.

Schlesinger, Jr., Arthur M. The Politics of Upheaval. Completes the analysis of Roosevelt's first term. Houghton.

Schwarz-Bart, André. The Last of the Just. An eloquent, enduring testament to Jewish persecution through the ages. Atheneum.

Sergeant, Elizabeth S. Robert Frost; the Trial by Existence. An affectionate, sensitive biography, enriched by numerous quotations and parts of poems. Holt.

Shapiro, Karl J. In Defense of Ignorance. A plea for the average reader to give poetry a hearing. Random.

Shirer, William L. The Rise and Fall of the Third Reich. Revealing 'inside' picture of a dark period of history. Simon and Schuster.

Snow, Sir Charles P. The Affair. Supposition of a scientific fraud has an explosive effect on an English university. Scribner.

Snow, Sir Charles P. The Two Cultures and the Scientific Revolution. A discussion of how the lack of communication between literary and scientific leaders endangers society. Cambridge University Press.

Teale, Edwin W. Journey Into Summer. Exploration from New Hampshire to the Rockies. Dodd.

Thelen, Herbert A. Education and the Human Quest. A bold program of action to raise education above mere problem solving. Harper.

Williams, Vinnie. Walk Egypt. Vital story of a strong-willed woman, told in the distinctive rich

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"Men fear thought as they fear nothing else on earth - more than ruin, more even than death. Thought is subversive and revolutionary, destructive and terrible; thought is merciless to privilege, established institutions, and comfortable habits; thought is anarchic and lawless, indifferent to authority, careless of the well-tried wisdom of the ages. Thought looks into the pit of hell and is not afraid. It sees man, a feeble speck, surrounded by unfathomable depths of silence; yet it bears itself proudly, as unmoved as if it were lord of the universe. Thought is great and swift and free, the light of the world, and the chief glory of man."

Bertrand Russell in Why Men Fight

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NEWS AND NOTES

Recruitment

Special Libraries Association has issued a revision of its recruitment pamphlet "Putting Knowledge to Work: The Profession of the Special Librarian". The illustrated pamphlet brings up-to-date information on salaries and accredited library schools, describes the special librarian and his relationship to science, business, industry, agriculture, medicine, etc., desirable personal qualities, necessary education and other details of importance. Single copies are available without charge from S.L.A.,31 East 10th Street, New York 3. 25 - 250 copies are 11¢ each, 251 or more 6¢ each.

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Attention: Public and School Librarians

A preconference institute for public and school librarians will be held in Cleveland July 5-8, 1961, in Wade Park Manor near Western Reserve University. The subject will be The Adult and the Child's World; The Library's Potential for Service.

The purpose will be to consider "how public and school librarians can best serve parents, teachers, youth leaders, service clubs and community representative in their efforts to help all children to have satisfactory and rewarding lives." Registration is limited to 225, and the fee of $10.00 covers institute costs and the workbook. Forms for both registration and hotel reservation may be obtained from the Children's Services Division of ALA, or the Adult Services Division of ALA or the School of Library Science at Western Reserve University.

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Aurianne Award

This award is given by ALA for the best children's book on animal life which develops a humane attitude. For 1959 it has been given to Agnes Smith for her book An Edge of the Forest, published by Viking Press.

Recommendations for the 1960 award should be sent to Mrs. Mae Durham, School of Librarianship, University of California, Berkeley.

****

"Richer by Asia"

A supplement has been issued to bring this handbook up to date. There is also a kit of materials which includes the handbook (Richer by Asia), information about tapes, a kinescope, display backgrounds, suggested releases, and information about obtaining project posters and

advice from the 50 consultants in the U. S. and Canada. The kit is $2.00, the handbook alone is $1.25, and single copies of the supplement are free if the request includes a stamped, self-addressed envelope. All are available from the Young Adult Services Division of the ALA, 50 East Huron Street, Chicago 11, Illinois.

****

John Cotton Dana Awards

Entry blanks for these awards for the best publicity of the year must be submitted by April 3rd, but scrapbooks need not be delivered until April 17th. Entries are judged in separate categories according to type and size of library. For details write ALA, 50 East Huron Street, Chicago 11, or the Wilson Library Bulletin, 950 University Avenue, New York 52.

****

Durable Paper

The study of paper sponsored by the Council on Library Resources has been completed, and a formula for producing paper of a durability estimated at 400 years has been perfected. The next step was a conference to decide what to do. It appears that the new paper will be somewhat more expensive to manufacture and it is therefore thought that only selected books should be printed on it. The conference, held in Washington last September, could not arrive at a solution and therefore a committee has been set up to study possible practical answers to the problem. The committee is sponsored by the ALA and consists of publishers, librarians, paper manufacturers and others.

****

Buildings Institute

A Library Buildings and Equipment Institute will be held at Kent State University, Kent, Ohio, July 6-8, immediately preceding the ALA conference in Cleveland. It is planned for librarians, architects and administrators who are interested in college, school, public and institutional library buildings and equipment.

The fee, to cover housing, meals and institute, will be $39.50 for single room, or $34.50 for double room. Registration must be completed and the fee paid in advance by June 20, 1961, to Buildings and Equipment Institute, Library Administration Division, ALA, 50 East Huron Street, Chicago 11, Illinois.

****

Help for Trustees and Librarians

The Council on Library Resources Inc. has made a grant to the ALA to help trustees and librarians in small communities to improve library service. Pamphlets will be prepared and distributed which will describe basic policy issues for study and action by library trustees, and will provide guides for librarians without professional training on book collection, community work, administration, and the library building. Reference manuals will be directed to small library practice. Also planned is a series of aids for community librarians on basic book lists, service program outlines, basic reference procedures, sample press releases, suggested forms for work simplification, sample staff schedules, sample budget requests, and recruitment and training of volunteer help. Distribution will be through the state agency and will be automatic to all libraries in small communities.

****

Newbery and Caldecott Awards

The John Newbery Medal, given annually since 1922 for the "most distinguished contribution to American literature for children" goes to Scott O'Dell for his book Island of the Blue Dolphins, published by Houghton Mifflin.

The Randolph Caldecott Medal, awarded since 1938 to the artist of the year's "most distinguished American picture book" goes to Nicholas Sidjakov for Baboushka and the Three Kings, published by Parnassus Press.

The medals are donated by Frederic G. Melcher and are the highest honor awarded to creators of children's books.

Runners-up for the Newbery Medal are Gerald Johnson - America Moved Forward (Morrow); Jack Schaefer - Old Ramon (Houghton Mifflin); George Selden - The Cricket in Times Square (Farrar, Straus and Cudahy).

Runner-up for the Caldecott Medal is Leo Lionni for Inch by Inch (Ivan Obolensky).

****

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Overdue Books

It is reported in a news release from ALA that since the drastic action taken against persons having overdue books in East Orange, N. J. there has been a deluge in return of overdue books in many libraries. As pointed out in the release, neglect or refusal to return library books indicates a lack of responsibility on the part of the patron; a library cannot function properly unless the patron recognizes his responsibility not only to the library, but, more important, to other citizens who make use of this facility.

****

Interesting Adult Books of 1960 for Young People

The Young Adult Services Division of ALA announces the following list of adult books of interest to young people, as chosen from recommendations from many librarians:

Adamson, Joy. Born Free (Pantheon $4.95)

Cousins, Norman. Dr. Schweitzer of Lambaréné (Harper $3.95)

Lord, Walter. The Good Years: From 1900 to the First World War. (Harper $4.95)

Catton, Bruce. Grant Moves South. (Little $6.50)

Caulfield, Genevieve. The Kingdom Within. (Harper $4.00)

Rayner, D. A. The Long Haul. (McGraw $3.95)

Bosworth, A. R. The Lovely World of Richi-San. (Harper $3.95)

Simons, D. G. Man High. (Doubleday $4.50)

Holt, Virginia. Mistress of Mellyn. (Doubleday $3.95)

Dooley, T. A. The Night They Burned the Mountain. (Farrar $4.50)

MacLean, Alistair. Night Without End. (Doubleday $3.95)

Magnuson, P. B. Ring the Night Bell; the Autobiography of a Surgeon. (Little $5.00)

Taylor, David. Storm the Last Rampart. (Lippincott $4.95)

Lee, Harper. To Kill a Mockingbird. (Lippincott $4.95)

Salisbury, Harrison. To Moscow-and Beyond. (Harper $4.95)

Norway, N. S. Trustee from the Toolroom (Morrow $3.95)

Rowan & Robinson. Wait Till Next Year: The Life Story of Jackie Robinson (Random $4.95)

Packard, V. O. The Waste Makers (McKay $4.50)

Household, Geoffrey. Watcher in the Shadows. (Little $3.95)

Cadell, Elizabeth. The Yellow Brick Road. (Morrow $3.50)

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Librarians to Russia

Seven American librarians will study techniques in varicus parts of the USSR for 30 days. They expect to visit Moscow, Leningrad, Kiev, Tashkent, Samarkand. They will leave early in May. In the meantime a group of Russians will study library techniques in this country during April. This is part of the cultural exchange program between the two countries, and besides helping to an understanding of each other, it is hoped that definite improvements in library techniques can be learned from each other.

****

School Library Development Project

The American Association of School Librarians has announced the appointment of Mary Frances Kennon as director of the School Library Development Project, under a $100,000 grant from the Council on Library Resources. Miss Kennon is associate supervisor of School Library Services for North Carolina.

A Leaders Training Conference will be held in Chicago April 29 through May 1, to which two persons from each state will be invited, one of whom will have expenses paid by the project. The purpose is to develop one well informed school library leader in each state who will take the initiative in further planning for implementation of the standards.

It is hoped that a second conference may be held in the late spring of 1962 for school librarians and leading educators. The purpose would be to summarize the project and point toward further school library development and growth.

A plan has been set up to accept applications from within states for depth studies.

The project will terminate in July 1962.

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Ford Foundation Renews Grant

The Council on Library Resources has received a further grant of $8 million from the Ford Foundation to continue its work on research into improved library methods. Emphasis will be placed on ways of storing and finding information.

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Mrs. Ward Retires

Mrs. Eunice Ward, Librarian in Phillips County for the past 20 years, has announced her retirement. She will make her home in Missoula. Her successor in Malta is Mrs. A. E. Bergan.

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ALA Conference

July

9—15

1961

Cleveland

Summer Session Offerings In Library Science At Units Of The University Of Montana

MONTANA STATE UNIVERSITY

Montana State University announces a two-week workshop on "Extending Library Services," July 17 to 28, 1961, for public and school librarians, teachers, and administrators for which three graduate or undergraduate credits may be earned.

The author of the A.L.A. publication, "County and Regional Library Development," and of the regularly featured Wilson Library Bulletin, "Extending Library Services," Mrs. Gretchen Schenk, will be the guest consultant. She will be ably assisted by Mrs. Alma Jacobs, Public Librarian and Federation Coordinator; Mrs. Ruth Longworth, Librarian of the State Library...; and Mrs. Geneva Penland, Assistant Professor, Library Education, Montana State University. All are well qualified through both educational preparation and successful library work experience to serve as resource specialists.

To assist librarians to qualify for state and regional accreditation standards and certification, additional courses are being offered this summer: First session (June 12-July 14): Children's Literature, Organization and Administration of the School Library, Cataloging and Classification, Bibliography and Book Selection, and Audio-Visual Aids; second session (July 17-August 18): Children's Literature, Audio-Visual Aids, and Evaluation of School Library Service and Materials.

Address inquiries concerning the program, housing and registration to: Geneva T. Penland, Assistant Professor, Library Education, Montana State University, Missoula, Montana.

MONTANA STATE COLLEGE

Summer Quarter, 1961, Montana State College will offer the following courses in Library Science:

1st 5-week session (June 14-July 15)
- L. S. 301 The Library in Teaching - 3 credits
- L. S. 402 Cataloging and Classification - 4 credits

2nd 5-week session (July 17-August 18)
- L. S. 403 School Library Materials - 3 credits
- L. S. 405 School Library Reference - 3 credits

The courses, L. S. 402, L. S. 403, L. S. 405, cover three of the four basic areas of minimum professional training required by the Northwest Association of Secondary and Higher Schools for certification as a school librarian. In addition to these requirements, a school librarian must also hold a teaching certificate.

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L. S. 310 School Library Classification
L. S. 320 Book Selection and Bibliography in the School Library
L. S. 490 Internship: Children's Library

Nine Weeks

L. S. 490 Internship: Children's Library

Workshops

L. S. 401 Enrichment Materials for the School Library, July 24 through August 11.

L. S. 493 Reading Materials for the Early Adolescent, July 24, through August 4.

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Cataloging and Classification - Educ. 362 - 3 credits

Book Selection - Educ. 461 - 3 credits

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School Library Courses, Summer 1961

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Educ. 314 AUDIO-VISUAL RESOURCES AND METHODS. 3-5 credits. Workshop. 3 weeks, July 6-26. Sources, appraisal and practical uses of audio-visual teaching aids and community resources for elementary and junior high school instruction. Prerequisite: Junior standing. Mr. Stein.

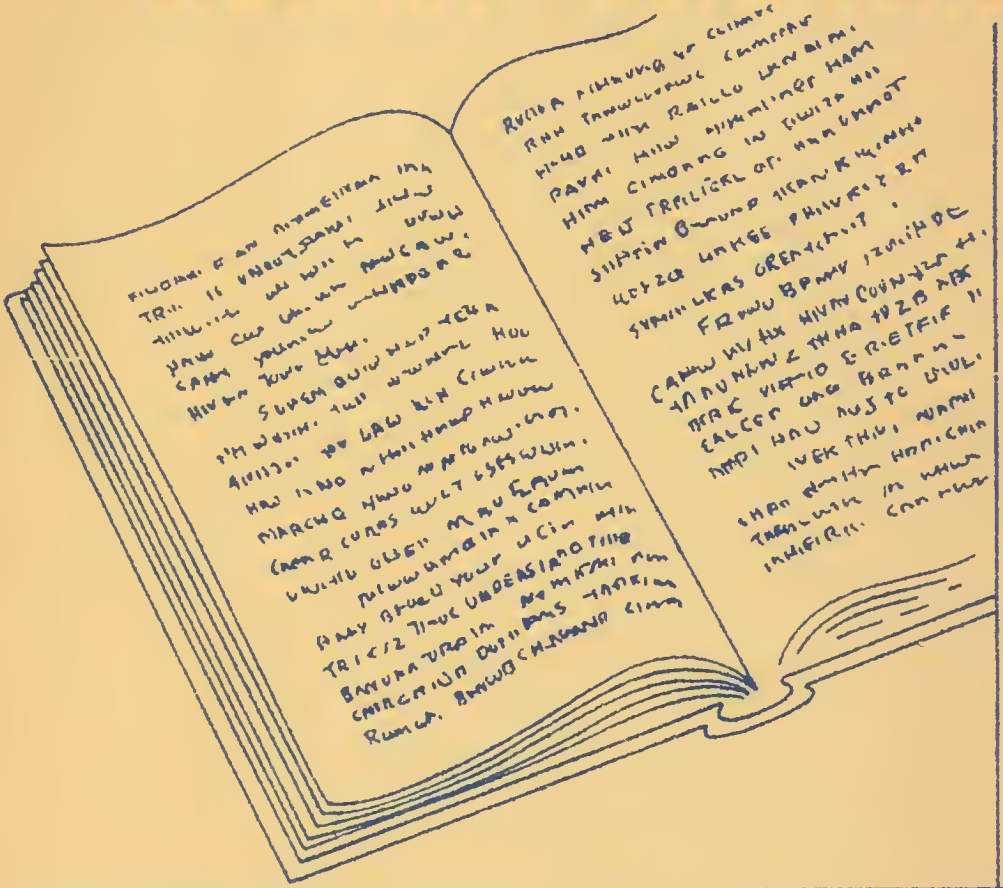
English 310 CHILDREN'S LITERATURE. 3 credits. 10 weeks. Opportunity is given for acquaintance with and appreciation of the great body of literature belonging to the elementary school program. Poetry, historical fiction, stories of the modern world, folk lore, informational books and others are considered and evaluated to meet the needs of children. Prerequisite: Educ. 218. (Reading in the Elementary Curriculum). - Miss Roper.

July 1961
Volume 6
No. 4

JUL 7 1961

MONTANA

LIBRARY QUARTERLY



OFFICIAL PUBLICATION OF THE
MONTANA STATE LIBRARY ASSOCIATION

Volume 6, No. 4 July 1961

THE MONTANA LIBRARY QUARTERLY

Volume 6, No. 4 July 1961

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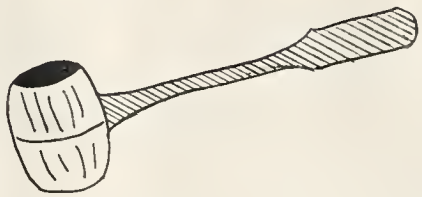
PUBLICATIONS COMMITTEE

Ruth Longworth
State Library Commission
Missoula

Lesley M. Heathcote
Chairman and Editor
Montana State College Library, Bozeman

The Montana Library Quarterly is indexed in Library Literature.

PRESIDENT'S FOREWORD



My personal greetings to all of you. It was a pleasure to see so many of you at our Annual Conference in Glendive. For those of you who could not be present, I want to share with you our enthusiasm for projecting the LIBRARY IMAGE to our communities, school boards, trustees, friends and ourselves. Most of us agree that the "image" of the library - and thereby of librarians - must be clarified and improved.

It was indeed a pleasure to have the able leadership of Ruth Warncke, Director of ALA Community Project and Assistant Professor of Library Science, Western Reserve University, Cleveland, Ohio.

The Montana State Library Association is awarding four scholarships to the Workshop in Missoula with Gretchen Schenk as guest consultant. Due to shortage of time in processing the applications, the deadline of June 1 was set for receiving them. There will be two scholarships each for public and school librarians with the stipulation that they are or will be actively engaged in library service in Montana. The executive board will undertake the screening of the applications.

I would like to urge all of you to attend the Workshop if possible. Many of us need rejuvenation and exchange of ideas to further library services in our individual libraries as well as in every county in Montana.

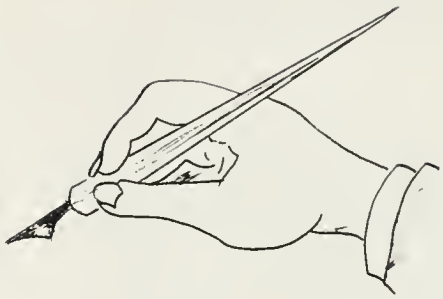
You will be hearing from me in the near future as to committee appointments.

Remember MSLA will only be as effective as each one of us makes it.

Clare M. Smith

A L A
Conference
Cleveland, Ohio
July 9 - 15
1961

Editorial



Saturday, April 22, was proclaimed "Helen Ewing Day" by the Mayor of Glasgow. It was a complete surprise to Helen, for the secret had been well kept. Open house in the Library prevailed all day, and Helen was still starry-eyed about it when she reached Glendive for the MSLA conference.

Such recognition does not come to librarians very often, for their work is unspectacular and most people take it for granted. Glasgow is to be congratulated on its perspicacity in realizing the great importance of the librarian in the community, and Helen rates congratulations on the excellent image she has projected. She is fully deserving of the honor she has received and we are all proud of her.

Cut Bank recognized Ruth Longworth a few years back; now Glasgow has honored Helen Ewing. Which community and its librarian will be next?

National Library Week

April 8—14 1962

Montana Student Librarians

Dorothy Wegner

Over ninety library assistants from ten schools gathered in Laurel on May 13 for the 1961 meeting of the Montana Student Librarians. Schools were represented from as great a distance as Troy and Harlem, the former over 500 miles away.

The morning session was devoted to a panel of librarians each of whom discussed the career possibilities in his major field of interest. Miss Mary Dempsey of the Montana State Historical Society spoke on special libraries, emphasizing industrial libraries and the present trend toward the scientific fields. School librarianship was discussed by Mrs. Geneva Penland of Montana State University School of Education. Miss Kathleen Campbell told of work in college and university libraries, and Mrs. Clare Smith, president of MSLA, represented the profession of public librarianship. Moderator of the panel was Mrs. Barbara Gillis, assistant professor of library science at MSC.

MSL president, Kathy Burton of Bozeman, presided over the afternoon business session during which there was a discussion of the means of financing the organization and of the future of the MSL Newsletter which was published this year by the Bozeman Senior High Library Club. An amendment concerning elections was made to the by-laws. In the future each school will have one vote regardless of the number of representatives present at the meeting. 1961-62 officers were elected as follows: president, Henry Haugh, Clyde Park; vice-president, Karen Bittner, Bozeman Senior High; secretary, Bernadette Roethle, Bozeman Rosary; treasurer, Kathy Heagney, Bozeman Rosary; historian, Eva George, Harlem.

Mrs. Ruth Longworth awarded books to the libraries in Bozeman Rosary, Libby, and Anaconda in recognition of their publicity campaigns for National Library Week. Honorable mention was given to Bozeman Senior High.

The fine spirit and enthusiasm of the students in attendance is proof that the energy spent in planning for such a meeting is well spent. It is the sincere desire of everyone involved that every school in Montana will send at least one representative to the 1962 meeting next spring.

PNLA

Conference

Eugene, Oregon

September 7-9

1961

Montana State Library Association

Committee Appointments

1961—1962

CONFERENCE CHAIRMAN - Kathleen Campbell

PROGRAM COORDINATOR - Ruth O. Longworth

THEME: MONTANA LIBRARIES IN THE LEGISLATIVE PROCESS

COMMITTEE ON MEETING PLACE, 1963
Mrs. Dorothy Brower, Chairman
Mrs. Bette Dunnam
Mrs. Marjorie Moores

LIBRARY DEVELOPMENT COMMITTEE
Kathleen Campbell, Chairman
Mrs. Perl Coombs
Mrs. Helen Ewing
Mrs. Inez Herrig
Mrs. Alma Jacobs
Mrs. Ruth Longworth
Mrs. Clare Smith
Evelyn Swant

MEMBERSHIP COMMITTEE
Mrs. Rita Nelson, Chairman
Mrs. Irene Greenleaf
Harriette Cushman

MONTANA AUTHOR'S COMMITTEE
Mrs. Jean Davis, Chairman
Lucile Speer
Doris Wilson

NOMINATING COMMITTEE
Mrs. Helen Ewing, Chairman
Mrs. Mary Antunes
Mrs. Myrtle Cooper

PUBLICITY COMMITTEE
Mrs. Frances Dufraine, Chairman
Mrs. Margaret Camm
Mrs. Patricia Stevens

PUBLICATIONS COMMITTEE
Lesley M. Heathcote, Chairman
Mrs. Ruth Longworth

CONSTITUTION COMMITTEE
Lesley M. Heathcote, Chairman
Kathleen Campbell

SCHOLARSHIP COMMITTEE
Mrs. Alma S. Jacobs, Chairman
Mrs. Letitia K. Johnson
Mrs. Ruth O. Longworth

NATIONAL LIBRARY WEEK
Mrs. Peg Gadbow, Executive Director

SCHOOL LIBRARIANS' DIVISION
Dorothy M. Wegner, Chairman (elected)

TRUSTEES AND FRIENDS DIVISION
Chairman to be elected by Division

LEGISLATIVE COMMITTEE
To be appointed later

EXHIBIT COMMITTEE
Mrs. Beatrice O'Mahony Eigher, Chairman

MONTANA STATE LIBRARY ASSOCIATION
FORTY-EIGHTH ANNUAL MEETING
GLENDIVE
MAY 5, 6, 7, 1961

Compiled by Eleanor Ivankovich
Secretary

INTRODUCTION

The 48th annual conference of the Montana State Library Association was held in Glendive, Montana, May 5, 6, 7, 1961.

The program included sessions for public librarians, the Friends of the Library, the trustees, and the school librarians. Our guests for the program included Miss Ruth Warncke, Assistant Professor of Library Science, Western Reserve University, Cleveland, Ohio and Director of the Library Community Project for A.L.A.; Mr. Leonard H. Langen, Attorney at Law and Library Trustee, Glasgow, Montana; and Mr. Patrick E. Lee, Director, Information Services and Publications, College of Great Falls, and News and Special Affairs Department, KFBB.

The theme of the conference was "The Library Image" with librarians and trustees considering the value of their services and ways to interpret them to all segments of their communities. Over one hundred librarians, trustees, educators, and Friends of the library participated in the discussions keyed to the library.

A pre-conference social hour was held in the Petroleum Room of the Jordan Hotel on Thursday evening, May 4th, from 7:30-9:00 p.m.

Miss Ruth Warncke, Assistant Professor of Library Science at Western Reserve University, Cleveland, Ohio, and recently Director of the Library-Community Project of the American Library Association, acted as consultant and moderator during panel discussions.

United Nations Day

October 25

FIRST GENERAL SESSION

Friday, May 5, 1961 9:00 a.m.

The 48th annual meeting of the Montana State Library Association was formally opened by Mrs. Helen Ewing, President. The invocation was given by the Reverend T. C. Gustafson; the Honorable Loren Stott, mayor of Glendive, welcomed the convention. Merwin M. Moores, librarian, Northern Montana College Library gave the response for the convention. President Helen Ewing introduced Mrs. Barbara Houghton, Administrative Assistant, State Library Commission and chairman of "The Library Image" an institute on Library Interpretation directed by Miss Ruth Warncke, Assistant Professor of Library Science, Western Reserve University, Cleveland, Ohio.

Mrs. Houghton's speech follows:

Mrs. Barbara Houghton: I am so very pleased to be here in Glendive. I consider it as a homecoming for it was just ten years ago that I attended my first MSLA meeting in Bozeman, keeping company with the PBML Bookmobile. It is wonderful to be back working with my old friend and classmate, Ruth Longworth, at the State Library Commission.

I was not here at the time the LIBRARY IMAGE was created but I appreciate this opportunity to talk to you about it for I find it truly impressive. Certainly there is a general awareness on the part of all good librarians of the need for good public relations but we are very busy people and in our preoccupation with giving the best possible service to our patrons, we have all of us, at times, neglected to give priority to effective and vigorous public relations. During the 1960 Midwinter Conference, Sophie Silberberg gave a most dynamic talk. She said what we all know, but how very good was her reminder, emphatically stated that, "Your library can be just as good as the people want it to be." She said too, that the library must be recognized as a vital part of the total educational resources of the community. Mrs. Silberberg is presently Public Relations Director and Trustee of the Nassau Library System. She has had wide experience in the past with citizen groups who worked tirelessly for 12 years to improve the school situation, and her talk was entitled, "Let's learn from the schools." Isn't it true that if the library were recognized as a necessary and vital part of the total educational resources, then library support would be easily forthcoming and use would be made of it by every segment of the population? And isn't it true, also, that people do get what they want and if they can see the library as it can and should be they would be unceasing in their efforts to secure it? Montana librarians decided that there was a need for a basic text that defined library service, explained the philosophy of a public relations program for libraries and then provided a step by step procedure on how to accomplish such a procedure. Miriam McNally, Director of the Public Relations Planner was invited to come to Montana for a 2 day pilot workshop on library interpretation and met with 12 Montana librarians and the result is the LIBRARY IMAGE which we are to use today. This delightful manual is now in its second printing and has received both national and international acclaim. When we decided to use the manual for this conference, we knew that no one could possibly do the job as well as Ruth Warncke, Director of the Library Community Project for ALA and we are more pleased than I can say that she could come.

Miss Olga Sorenson at the last South Dakota Library Association meeting which was concerned with public relations made an interesting comparison between libraries and big business. I would like to borrow her idea and apply it to Montana.

Let's look at a chart on a business organization in Montana:

68 branch offices
137 full time employees
1,167,906 inventory items
$3,503,718 value of inventory

A business which has an inventory value of $3\frac{1}{2}$ million dollars must be considered a big business. A department store or an industrial plant of this size would find every means possible of developing good will, advertising, customer acceptance and employees who are service minded and customer minded. A business of that size would ask: How much do we know about our products? How much do we know about our customer potential?

The following information refers to you:

68 libraries
137 full time employees
1,167,906 books
$3,503,718 value of books

There are 674,767 people in Montana so let us consider that the potential number of customers is 674,767. This indeed is a large market, and an inventory of $3\frac{1}{2}$ million is certainly not small. In business the first step in developing a public relations and public information program must be:

1-Know your product
2-Know your territory
3-Know your customer

Now, first, we must know our product; before we interpret, it is of first importance that we have a definition of terms. We cannot project the LIBRARY IMAGE until we have clearly defined what a library

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Missoula, Montana

is. The word library covers a multitude of book collections, from the small gift books in an association library to the New York Public with hundreds of thousands of books. We are going to ask Mrs. Alma Jacobs to begin our meeting with a definition of WHAT IS A LIBRARY. There is no one in Montana - or in the entire Northwest who is better able to do this for us. It gives me great pleasure to present Mrs. Alma Jacobs, Librarian extraordinary of the Great Falls Public Library.

WHAT IS A LIBRARY?

Alma Jacobs

The need to improve the image of the public library in minds of the people of the community is continuous, year round, life long.

Someone has said that the variety of interpretation - the differences in definition of the public library stem from lack of real knowledge. Most people judge the public library in terms of personal experience rather than in terms of all-round knowledge. Many people believe that the work of the library is passing out books across the desk; much preoccupation with little routines - fines, reserves, circulation counts and perhaps a little help in the choice of books.

The Great Falls Public Library has a long and honorable service to the community. After 60 years in a building donated by Andrew Carnegie - the library's building bond issue failed and people suggest "another gift", our work - staff, friends, board members, city council - is cut out for us. Interpretation of the library to the community is our number one job.

Ernestine Rose in Public Library In American Life has this to say: "The tradition of the library goes back to antiquity...The inner core of the library remains the same. It is the same yesterday, today and tomorrow and it is one of the most precious things in the world. This inner core is knowledge; the knowledge of the world - preserved, cherished and made available, more and more, in useful and pleasurable forms for the people, all the people..." And continuing with Miss Rose's definition: "Thus the library is a building, the institution, the agency which preserves and makes useful the knowledge of the world in book form. A public library is unique only as it strives to make this knowledge public - as it opens its doors to all persons. Mr. Webster's laconic definition packs the truth in its dry as dust phrases: an apartment or building devoted to a collection of books - for use but not for sale - also an institution for the custody, circulation or administration of such a collection".

And Miss Rose asks: "What makes the public library unique?" "Four distinguishing attributes inherent in public libraries and in combination inherent in no other institution. First follows from the historic fact that libraries are repositories of books, at once the vehicle of our culture and the tools of education. Second, libraries give the use of their books free of charge; their use is paid for by the people, indeed, but through their taxes, by grace of which the libraries are theirs to use. Third, public libraries are not only free - they are free to all - young and old, male and female, to all creeds, nationalities, races. Fourth, although public libraries are free to all, they force none. Their use is voluntary and individual. This combination of free and of voluntary use makes the public library one of the most significant symbols of a democratic society."

The Library Image, written by Miriam McNally, gives this definition: "the public library is the community information center, the one educational resource for continuing, lifelong learning - the educational, cultural materials, social and service center of the community."

Here is still another definition from What's Good Library Service by Channing Bete, based on A.L.A. standards: "Library as an institution exists to open the door to the wisdom and experience of all mankind. It helps the individual educate himself, keep up with progress in all fields of knowledge, develop creative and spiritual capacities, use leisure time for greater satisfaction, enjoy art and literature, grow in his job."

What is a library? The answers are many. New York State Librarian, Charles Gosnell says, "Our public libraries are becoming the last refuge of the individual - the man or woman who wants to do his own thinking". Lester Asheim, University of Chicago, speaking before the Michigan Library Association said, "If we wish to find the most general and over-arching purpose which informs and justifies everything librarians do, it can be summed up best, I think, in the purpose we call educational. Not education in its formal sense, with the teacher in authority, the classroom as the arena, and the lesson plan as the schedule of targets - but education in its informal sense; as a process in which an individual, with the assistance of another individual, or group, or through his own efforts, purposely gains knowledge, develops abilities and acquires attitudes. Our concern is with this kind of education when it is the librarian and the library with whose assistance the individual seeks these ends.

"That this is the popular view of the library's major function can readily be seen in the status the library enjoys in our society.

"The American Public Library is a tax supported institution. The use of public funds for its support can best be justified on the ground that the library is a social agency - serving broad democratic purposes beneficial to the whole society. And these purposes are served primarily through the special kind of educational experience that the library makes possible. This has been so from the beginnings of the library movement in America, and while we may have changed our concept of the ways in which the educational aim can be attained, we have never changed the objective itself."

From "Role of the Public Library" by Gerald Johnson, the introduction to Public Library Service, we find that the function of the public library is "the function of an open door. The public library is a way of escape from the narrow area of our individual lives into the field, finite, no doubt, but unbounded of the wisdom and experience of all mankind."

At the Pacific Northwest Library Association, Ruth O. Longworth in her paper, The Challenge of Service in the Public Library for the 21st Century said, "The challenge of service in the public library for the 21st century is to become a dynamic and essential part of the total educational resources of every center of population, large and small. ...The problems that beset us today: our position of unimportantance to a large number of people, limited financial support, crowded quarters and the lack of professional personnel will have all been nicely resolved because we have met the challenge of service.

...The quality of service, the quantity of service that we are able to provide and the need that society has for these services will shape our course."

In Montana, I feel we are headed in the right direction for interpreting "what is the library" in our own communities. From A.L.A. we have the public library standards - pointing the way to better service through larger units of service - libraries working together to pool resources and personnel to approach standards.

The Pacific Northwest Library Association's Library Development Project reports include a picture of where we are in Montana.

We took another big step in Montana when the State Librarian invited Miriam McNally to conduct a Pilot Workshop on Library Interpretation.

The handbook produced by the workshop The Library Image pointed the way to another big need here in Montana. And so here we are meeting with Ruth Warncke, the best in the business, to discuss library interpretation and ways of discovering the needs of the people to whom we are going to "interpret" the public library.

Hurray

For

Books!!

From the manual The Library Image we read, "The need for what a library can furnish is universal and urgent. Today in any community in this country the need for information for living is overwhelming, and as various as the individuals who live there."

As we work toward better interpretation of libraries in our various communities, let's remember Thoreau's words from Walden: "I learned this at least by my experiment, that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours ...If you have built castles in the air, your work need not be lost; that is where they should be. Now, put foundations under them."

****

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PANEL DISCUSSION

"The Library Image" an institute on Library Interpretation directed by Miss Ruth Warncke, Assistant Professor of Library Science, Western Reserve University, Cleveland, Ohio and Director of the Community Project for A.L.A.

The following persons participated: Mrs. Louis Floerchinger, Chairman, Conrad Public Library Board; Mrs. Howard Place, Glendive; Mrs. Clare Smith, Coordinator, Sagebrush Federation of Libraries and Librarian, Carnegie Public Library, Miles City and incoming president of MSLA; Miss Sara Kerr, Home Demonstration Agent, Fallon and Carter Counties, Baker.

The Conrad Public Library, Conrad, Montana, serving a town of 2,500 with less than 8,000 volumes received the Dorothy Canfield Fisher Award of $1,000 to buy books. This is national competition and Conrad is the 2nd place in Montana to have received this award.

Interpreting the Library, Panel Discussion-directed by Ruth Warncke.

The following is the panel discussion by person:

Miss Kerr: We have two large counties in the Southeastern part of the state - one county is Fallon County and we have experienced a rejuvenation since the Library Services Act and help available through the State Library; the other county - Carter County did not have a library - Carter is now being served by a bookmobile available through the Library Service Act. A miniature bookmobile is here on display at the conference.

Mrs. Smith: I don't go for this "Small Library" tag being put when we have all this service.

Miss Warncke: What we are trying to accomplish is so big that the word "small" doesn't belong in the same sentence with library. We are all a part of the whole. We are dedicated today to talking about some of the library images you should be considering. In the Library Image we talk about public relations and the necessity for projecting the Library Image. What are these things called public relations?

Mrs. Floerchinger: I'm firmly convinced that the most effective public relations is the person to person contact. It isn't always possible in our society but I think we don't always take advantage of every contact we do have. People in our county are reading Dale White's books - they are interested in her and her books, and in turn interested in Montana and Western History.

Miss Warncke: One part of this public relation procedure is information on a person to person basis. What else in public relations?

Miss Kerr: I feel that every patron in libraries should feel that it belongs to them--it should be ownership to all. The first thing in public relations is that they will not always read about what is available unless you have this person to person contact.

Mrs. Smith: I feel that the first public relations begins within the library. It has to come from the staff and the trustees, etc. A small library depends upon the trustee more. The larger one perhaps depends on the staff. We are apt to make a mistake there. We could overshadow the other. I feel trustees have such an important part in making public relations work. In my community, people expect me to talk about libraries and public re-

lations, etc. When trustees and Friends, and others talk, then we are making people aware of something.

Mrs. Place: It boils down to the basic--librarians, trustees, staff and to officials who control the budget who must first be able to project the image. It must not be a static one, but a growing one--you can't sell what you don't know-you must know what they are projecting and after accomplishing that then we are better able to do public relations more effectively.

Miss Warncke: In the Library Image Miriam McNally gives a service concept. We need to know what the public needs plus courteous, efficient service, plus informing the public of services offered, - publicity which equals good public relations. We are not only considering publicity but considering the whole matter of the kind of service the library offers. We are not touching on only who is responsible, but are there any particular roles that various persons--librarians, staff, trustees should be taking?

Miss Kerr: The stories told about the Conrad Library were excellent in what they were doing to get persons and organizations to participate.

Miss Warncke: Who should be responsible for these kinds of activities? We should like to hear about these activities.

Mrs. Floerchinger: Because in our library we have only one full-time librarian and an assistant and a great demand for books, the trustees were forced into doing a lot of public relations work. We called on all groups to assist. We asked different youth organizations to have displays. They tied their work to books in the library. We worked to pull in groups of people who are not a part of any group and have hobby displays, etc. No one organization can say they run the library. Each month, the chairman of the Friends group, which we have, sends out a letter to each organization. We've asked them to participate in some way in the library. Whatever exhibits any group placed in the library would have appropriate books in the library collection also. It brought in many organizations and people from the community into the library.

Miss Warncke: We have had an excellent example of bringing the community into the library. Now how would you define some of the responsibilities of these activities?

Mrs. Smith: It must be a cooperative venture in interpreting library responsibilities. It must come from outside the library and not from within. Sometimes different communities approach things differently. There is no small library but a difference in circulation figures, etc. When there are more staff members, there is a tendency not to involve people outside the staff as much.

Miss Warncke: Do you feel the community feels a responsibility or do you feel the library must just do the job?

Mrs. Place: The responsibility must go both ways. The librarian cannot be burdened with the full responsibility. The librarian cannot be all things to all people--she has to get ideas. It must go outside her own sphere. I like the idea of the Friends group and others where new ideas are constantly fermenting.

Miss Warncke: We've mentioned the Friends of the library group. This is another organization. Is Montana organized? Why do we need Friends?

Miss Kerr: The Friends organization ties the community to the library. It is the way to reach these organizations. Each delegate is a member of various groups.

Miss Warncke: This is a coordinating agency then.

Mrs. Smith: I'm going to digress from this. I'm going back to the Library Image. I liked what Alma Jacobs said this morning that the public library is supposed to meet all ages and all groups if we are to interpret the image. I am concerned about this because it is affecting all of us. We are interpreting the image and library to a select group of children and students. We must project the image more and beyond that we are going to have to project the image to include from below the kindergarten age to above the high school age. If we are talking about library interpretation, we must be aware we are interpreting the public library for what it is intended to be and not get overburdened with one select group.

Mrs. Floerchinger: I always have hopes the children do not drop the idea of libraries and books when they become adults. Last summer we pioneered a discussion. A discussion group patterned after the National Purpose articles in Life Magazine--we had a series of discussions with leaders in the high school and selected all books in the library that had to do with the national philosophy so we could improve the adult readers. This was an implement we used to try to extend to the adult group.

Mrs. Smith: When I think about the library, I keep coming back to what kind of people we interpret our library to in terms of need--needs of the community. I think we have to go beyond that. Our collection must be based on the needs and then it goes on to fit the cultural background that at the time does not seem to be a need.

Miss Warncke: Do you feel anyone felt the need of studying the national goals?

Mrs. Smith: I don't think they were aware.

Mrs. Place: There is a definite desire to be informed as citizens. Some have suggested study groups but some always ask, Where do we get the material? which is unbelievable.

Miss Warncke: What has been said is that we must know needs but must go far beyond that and anticipate needs they didn't even know they had. But first we must have a good collection of books and good efficient service. In order to pull books off the shelves for various groups, we must have good collections. The matter of interpreting is the responsibility of everybody in the community--librarians, trustees, Friends, citizens of the community who in anyway feel responsible. We began to tell some of the ways of interpretation. We summed it all up by saying we talked. We've talked about given things what the library can mean to you, etc. I'm going to ask Mrs. Place to explain something she mentioned earlier. It is a little summing up. She mentioned she saw several kinds of library images. Would you explain that?

Mrs. Place: I have been a patron, a student, and a librarian. The library represented all those years and promised, met the promise and is still doing so "a constantly expanding horizon". As a student and patron, I was outside the charging desk. In my first position as librarian I was on the other side. I was not only seeking, but also giving which is a growing image. After

marriage and children, I was outside the charging desk again. This library image, although a broad one, changed with the dawn of the atomic era. It changed with the threat of encroaching communism. I like to think and see the library image as one of a "peaceful reactor" in this time of trouble--the librarian, trustee, staff, etc--these are a part of the physical plant--the reactor. The staff are the people who push the button that creates these people explosions. The patron who is given a book is inspired to go to another book "a constantly expanding horizon". This person is being active mentally which is so important. We are in danger of being a nation of "passive non-thinkers"--in many ways due to TV. So much is thrown at us which is mediocre that our standards are coming down. As an adult, I see this library as the boulevard to freedom.

Miss Warncke: We can't have a higher purpose than that. With these concepts before us and with the point the panel has made that we are responsible to all people in the community we have this tremendous responsibility. So be the peaceful reactor. We have much to talk about.

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For
A Richer,
Fuller Life,
Read!!

Miss Warncke thanked the panel for the excellent presentation and then asked the conference group to divide into groups of eight and work out a plan for interpreting some aspect of their library to some group, using the plan in the folder. When we are talking about library think of the ideal situation.

A coffee break followed with the meeting resuming at 10:45 going into group sessions. These group discussions continued until the recess at noon for the luncheon at the Methodist Church Dining Room.

Group leaders were: Mrs. Frances Dufraine, Miss Harriette Cushman, Miss Doris Wilson, Mrs.Norma Flesch Mrs. Stan Peterson, Mrs. S. A. Weeks, Mr. Elmer Page, Miss Lesley Heathcote, Mrs. Marj Collins, Mrs. Lloyd Michels, Miss Veronica O'Sullivan, Mrs. Geneva Penland.

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LUNCHEON SESSION

Friday, May 5, 1961 12 noon

Mrs. Mary Antunes, Librarian of Havre Public Library presided. Mrs. Norma S. Flesch, Shelby President of the Montana Federation of Business and Professional Women's Club spoke as follows:

Mrs. Flesch: The Business and Professional Women's Clubs program is outlined for the purpose of improving social and economic conditions, not only for women, but for everyone. We are an adult education group with our purpose to elevate the standards and conditions for the women who work, whether in business or the professions.

We are very much interested in libraries and have established the Business and Professional Women's Foundation Library and Research Center in our National Headquarters, Washington, D.C. It is the first library of its kind.

The nucleus of this project was through legislation among our own club members. We had to inform our members of its importance and enlist their vote and support.

Women are natural legislators; didnot we get "women's suffrage", and "equal rights?" We recognize that politics is everybody's business in a representative democracy. For the business woman of today it is absolutely essential and we know our very future could well hinge on the vote cast on one specific piece of legislation.

If we expect our senators and representatives to act with maximum intelligence on matters affecting us, we must give them the benefit of our views. We must help them to represent us. The value of our contact cannot be overestimated.

Therefore, to further the welfare of education of the citizens of the State through library service we adopted a resolution at our state convention to support legislation of the Montana Library Extension Commission. Copies of our resolution were mailed to all 150 legislators and the Governor, with a letter to each. It spelled out the number of people in Montana without library service (265,019); the average expenditure per capita in Montana (33¢) and the amount the American Library Association sets as the minimum $3.00.

We asked them to fulfill the budgetary request of $85,255.00 and to support this piece of legislation. We requested them to reply regarding their stand on the bill. The appropriations committee were sent another follow-up letter. Upon receipt of the Governor's budget recommendation in which he stated "Library Extension Commission was not necessary" a special letter was sent to him, asking him to reconsider his stand on Library Extension in Montana.

All clubs, members, state officers, and chairman of BPW were requested to write their legislators and were given the following tips on letters to congressmen and legislators:

1. Keep your letters as brief as possible.
2. Be forthright: If you're for something, say so, don't beat around the bush.
3. Tell the essential about the bill in which you are interested.
4. Avoid emotion: Prove your case with facts and figures where necessary.
5. Be reasonable: Seek only possible things.
6. Speak for yourself as well as the group you are representing.
7. Be courteous: Compliment him, thank him and recognize his intelligence.

8. Request action, he is elected to do something.
9. Ask for an answer. You've told him where you stand. Ask him where he stands.
10. Don't stop with one letter, keep your spokesman informed of your views on all important legislation.

In determining our support of legislation on behalf of the library we asked ourselves this question. "Why Read?" and received these answers; the need of the people to know, understand and participate in the changes taking place in society. If you could not read and only look at pictures the pictures would convey something, but not the whole story. You could easily miss the point or get the wrong impression. If the citizen can read he has avenues open to varied ideas and opinions. Libraries are our cultural heritage.

We recommend, for better legislation, elect more women to Policy Making Posts.

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Mrs. Virginia Egli, president of the Glendive branch of AAUW spoke as follows:

Mrs. Egli: My first reaction to the request to speak these brief moments concerning the University woman's support, in organization and by the individual, of the library program was a negative one. Not because my feeling and action toward Montana's continued library growth and support was negative, but because I felt, oh! I know what I feel, and what I have done, but how can I, a relatively new member of a relatively small branch, located in a community very far from both the state and national legislative scene speak with any real authority for the nearly 1100 members of the Montana division? How I wished that Kathryn Sinclair, from Helena, our state legislative chairman, could be here and give her complete report. And yet, with second thought and a bit of confirmation from branch files, I find that the individual member of any Montana branch when speaking from her heart, expressing the true interest and concern that she has for positive support of the Montana library program - finds she is in complete agreement, speaking with sound authority for both the state and national legislative program of AAUW.

Let us look briefly to the National picture - (yes, I have a picture) This is a simplified illustration of the way AAUW implements its legislative program. It begins with each Biennial Convention (we will have one this year in June - Washington) where representatives of all branches meet, and democratically express the views of the Association members, finally passing a National Legislative Program. (I have here a copy of the Program passed in Kansas City for 1959-1961 and on this copy - under ELEMENTARY AND SECONDARY EDUCATION you will find "Support of measures to promote the development of library services"). From this our Headquarters staff study the measures introduced, watching developments and then report to subject matter committees. These committees (with specialists in these areas) recommend action on these measures in compliance with the National Program. As these recommendations come - information is also released back to the branches and individual members through our national publication, the Journal, GDLs, and Mimeographed materials, news flashes, etc. by the Headquarters staff.

In this way the legislator receives communications in two ways - from the authority of the specialist in

the area, located in Washington D.C., often times going to hearings, speaking for the thousands of members - - - - and the legislator receives communications from members within his district back home.

Of course this procedure is not new --many organizations use it effectively each legislative session---- but of interest to you is the fact that the very nature of our organization, the objectives of its existence have made it always a firm voice in support of maintaining and constantly improving standards in education realizing full well that this can never be achieved without a strong outstanding library program nationally, as well as state wide.

It is this process that leads to the wonderful job in helping to secure the passage of the Library Services Act - and we are pledged to continually be aware of more good legislation that will develop a sound library network in our nation. Now--back to the Montana picture, after all this is our first love, is it not, and often times our greatest headache, for when we see how much good you have done with appropriations of the past, and see the needs of our state, we are eager to give support for more. In many ways the procedure for establishing and carrying out the Montana State Division Legislative Program is the same as on the national level, (here on the state report, passed by the state convention last year, we see SUPPORT OF LIBRARIES---) but again it was the work of the individual members that seemed most effective. We were under resolution to work for an adequate budget for the State Library Commission--Mrs. Sinclair, did her best with members of the appropriations committee who were known to her personally---the rest was in the hands of individual members, and it was here that letters were written, meetings with legislators were held, visits to Helena with a word in here and there---all to present the needs of our state libraries. Economy was the theme in Helena this year, it is true, but our many small voices in this area must have made some impressions, now we must continue to lay groundwork for even more progress in the years ahead.

Members of the American Association of University Women, from their very own experiences as they earned their degrees know the value of a good library program--and they want the best--for their personal use, as many of them assume positions of leadership within the communities across the state in which they reside--they want the best for their children, as they are directed to the wonderful world of books and the information and pleasure that can come from them, these are real, but truly selfish reasons---but because we know how necessary this need is---we are also community minded, and loyal citizens of our state---wishing the very best for all our neighbors and friends--this desire compels us to work constantly, continually for more and better libraries in Montana. This we strive to present to all legislators.

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Mrs. E. W. Popham of Glendive, Chairman of the Education Division of the Montana Federation of Women's Clubs, spoke on Montana Federation of Women's Clubs and Montana Libraries as follows:

Mrs. Popham: First let's look at the nation. In the history of the General Federation of Women's Clubs, Unity in Diversity, Mrs. Mildred White Wells tells us that "an educational service in which clubwomen took the lead from the first was the establishment of libraries.

Now we can look at four-fifths of the public libraries in the United States and find that they were originally the project of some woman's club.

"As early as 1904, it was reported that women's clubs had established four hundred and seventy four in the nation." - - - "Many state library commissions owe their creation to the efforts of clubwomen and many clubwomen serve as commissioners. Clubwomen have always realized that libraries are an integral part of the great scheme of public education and they are determined to keep them so."

Still on the national scene, the Library Services Act was passed through the unceasing effort of the General Federation of Women's Clubs, one of the most effective national organizations who gave their full support to this legislation.

In Montana, we can point with pride to an enviable record of achievement in library development. Since April 14, 1904 when the Montana Federation of Women's Clubs first came into being, libraries have been of primary concern to the clubs. In 1953, the state libraries chairman made a state-wide survey of club activities in library establishment and development.

89 clubs reported. Of these, 60 were responsible for initiating a library in their community. 22 more had excellent programs in effect to assist libraries that had been established by grants from the Carnegie Fund or from local gifts or memorials. Yearly reports since the time of the survey are always amazingly good for very nearly every club in Montana continues to work for better library service. There is evidence too, of increasing use of the library in improving all of the club programs throughout the year.

Now-back to the 60 clubs who were responsible for the establishment of libraries - we can say that more than half of the public libraries in the state were established by the efforts of the Women's Clubs and that 95% of all of the libraries in Montana are helped every year through the intelligent interest and work of the Montana Federation of Women's Clubs. Of these 60, some have become the center or anchor library of a federation, some are working toward that goal, many have become parts of a federation of libraries or will in the near future. Some have been successful in extending the service of the city library into the rural areas through contract with the county commissioners and through county tax support. Eleven clubs in the state still maintain and operate the library in their communities without the benefit of local taxes. In the main, these are clubs which exist in small, unincorporated towns where a tax is not possible. They are not in areas where a federation now exists but we have every hope that as Montana's plan for library development improves and extends, these existing community libraries will be helped to a vastly improved library situation. Meantime, very nearly all of them ask for and receive books and services from the State Library Commission and are doing a splendid job of providing a service that would not be possible without their fine efforts.

On the state level, the clubs have a splendid record in securing favorable consideration from the state legislature. They helped to pass the law in 1915 which permitted the establishment of county libraries, worked successfully to secure the establishment of the State Library Commission. This law was passed in 1919, but it was not until 1945 that a budget was provided for the State Agency. Through the years -

and always with the help of the Women's Clubs, this budget has been increased from the original $10,000 a year to the present $46,335.

Not only do the clubs belong to local Friends of the Library groups (many of which they have initiated) but they have wide representation in the Montana State Library Association as members in the state Friends Group. Whatever the libraries' needs have been, either on the local or state level, the Women's Clubs have worked to meet these needs and have done a superlative job in every instance. I do not believe there is a field of endeavor engaged in by the Montana Federation of Women's Clubs where the contribution has been as significant as in library development in Montana.

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The final speaker was Mrs. S. A. Weeks of Baker, Legislative Chairman of the Montana State Library Association whose subject was Interpreting the Library to the Legislators. Mrs. Weeks spoke as follows:

Mrs. Weeks: Whenever we meet with a problem in education, we meet with the fact that much of education in all schools is decided by our elected school board. And when we talk to them we cannot but realize that here we meet some well qualified men and also some Not qualified men. It leaves a person wondering. Who sells the most ideas to this group? Who is the most verbal? I wonder why it is this way? And likely you leave your thinking with the hope that those who are the best trained for understanding the problems of education somehow can do the most toward molding the direction their thinking takes, and you may also find comfort in thinking that the less trained man scholastically, may offer some of the more practical grass roots ideas, which he may see clearer than the man whose thoughts have traveled more directions, and greater distances from that undetermined place where his thinking began, from the home base.

I recently had an opportunity to visit the County Commissioners of our county. I was one of a group of women who went to talk over a problem. One of the men did all of the talking, the others nodded their agreement on occasion. At no time did we have any clue as to what their thinking was in regard to the problem we presented. This is not a good way for the representatives of a county to appear to a group of their constituents. I wondered if the good speaker swayed the other men all the time, or just when folks came to talk to them. We were left with no inkling of what 2/3 of our Commissioners were thinking. Yet we are trusting them with all of the county business.

Having left the small town school board, the County Commissioners, we take a look at our state Legislators. Having stepped from the town then to the county and then to the state problem solvers, and lawmakers, we feel we have stepped up to a much more screened and hand picked group, but of course they aren't. They represent the same towns and counties, the same voters, and just like the Boards and Commissioners we have considered, we see in our state capital people from many walks of life, and usually they have been prompted to be there by their great concern about one or several problems. Possibly he is a trucker who feels trucks are taxed beyond all reason, or a cattle man who wants to be there to help keep the government control away from the cattle business. Some are educators who see real need for new or revamped laws in that field. But NONE who come there are well informed about all things. It could be no other way.

So we have Representatives who have little knowledge of, and little concern about Libraries. They are another building, handy sometimes, mostly for the children when they need facts that the home reference books cannot supply. A nice source of fair entertainment for those who like to read, really nothing wrong with it, but its needs seem to be few, it seems to get along alright, and likely many are surprised when they become Rep. or Sen. to discover that Libraries too are now their problem.

SO--Libraries need to be Interpreted to the Legislators in just the same way that they need to be interpreted to any lay people.

More knowledge is needed as to the vastness of help that is waiting in libraries to be used. That it is not geared just to the student, but to anyone with a desire to know more about something, anything. The more a store sells, the more merchandise the owner dares to buy. The more a library is used, the more profit it brings too, like the store, only Library profit will come from more tax monies and more gifts. And this would result in more merchandise kept on the shelves of the Library.

The high school that I attended seemed to be badly infested with certain "Musts" which came at certain places in certain years of study. For example--In the second semester of the Junior year I think most of the semester was spent in English in studying the second Inaugural address of one of our Presidents. That speech had to be outlined, after it had been read, and various post mortems were performed upon it.

The next year All must write an oration. That almost sounds like a foreign word today. We wished it was more foreign to our shores then.

All of this is to tell you that I selected as a subject the following, "A Square Peg In a Round Hole". I knew I would be using experiences of many well known people who had tried one livelihood first only to fail completely, and to eventually find great success in their second or third venture. Now one would not expect to find much in a Library under the title I had selected, but I remember I decided to look first under that heading in the card index, and I was surprised to find the references that were waiting to be explored under the very wording I had for the title. It is fun just to explore a Library just to see what is in it, like "a treasure hunt".

The Library needs to be interpreted to the legislators as a great Treasure to be shared equally by all citizens. A source of wealth greater than is found in a herd of cattle, or acres of grain, or areas dotted with oil wells, yet so much less expensive to obtain.

The rewards from the ranches and oil wells and such can be here today and gone tomorrow, but facts and knowledge plus know-how and talents or skills cannot disappear, even if they are given and shared with others.

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At the conclusion of the luncheon Ruth Longworth thanked the panel and the clubs they represent for all the help this past year.

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SECOND GENERAL SESSION

Friday, May 5, 1961 2:00 p.m.

Mrs. Mildred H. Grawe, librarian, Flathead County Free Library, Kalispell, presided at the Second General Session; "Patterns for Action", an evaluation report of group plans was presented by a panel composed of the following members with Ruth Warncke, panel leader and moderator: Mrs. Constance Lhose, Trustee, Valier; Mrs. T. W. Cooper, Reader's Promotion Asst., Parmly Billings Memorial Library, Billings; Mrs. Kenneth Brown, Trustee, Carnegie Public Library, Miles City; Mrs. Alma Jacobs, Librarian, Great Falls Public Library, Great Falls.

The final report sheets of the eleven groups selected in the morning session were handed in to Ruth Warncke at the end of the morning session and the results discussed by the above panel. The results appear following this:

PLANNING AN INTERPRETATION PROGRAM
Group Discussion

After the panel discussion on interpreting the library conducted by Miss Ruth Warncke the conference divided into groups of from eight to eleven people. Each of these small groups was led by a group leader who had been briefed by Miss Warncke the previous evening. A numbered card containing three topic choices was passed out from which the group selected one choice, presumably typical of their own community. The idea was to interpret the library to that segment of the community chosen from the topics on the card. For example, one group had these choices from its numbered card: Service Workers (restaurants and laundries), Home Demonstration and Agricultural Extension Groups, and People with a low-reading level. The group unanimously selected the Home Demonstration Clubs as the people to whom they wished to interpret the Library. Another selection was Program Chairmen and Officers of Clubs, the other two rejected choices were Custodial Institutional Personnel and Migrant Workers. The following eleven groups were selected by the audience with each group being assisted by group leaders:

1. Home Demonstration Clubs
2. Farmers and Ranchers
3. County Commissioners
4. Church workers
5. Retail Workers (men & women)
6. Young Married Individuals
7. Young Adult Service Clubs (Jr. Women's Club, Jaycees)
8. Patients of a Nursing Home
9. Amateur Artists
10. Program Chairmen and Club Officers
11. Families of the Mentally Ill

The approach of the group who chose the Home Demonstration Clubs stressed the fact that there was wide interest by local and rural people for adult education and for the betterment of community services. They wanted help with self improvement projects, home beautification, family relationships, health and safety. The kinds of materials they wished the library to provide were: books, pamphlets, maps, periodicals, government documents and films. The channels of communication indicated to provide information about library services were: news items, talks, exhibits, posters, letters, radio and TV. They emphasized the need to make every patron a messenger for the library and used the phrase, "Each one, tell one." The materials they wished prepared by the library were: lists of Montana Books, bibliographies, materials for club activities, radio and TV scripts. Activities to foster library and community service were: coffee hours, discussion groups, open houses, and again TV and radio programs. They remarked that if these activities

were to be successful every patron and every Home Demonstration Club member should be made to feel he is a "part of the library," for there is nothing more rewarding than being a part of some beneficial and progressive service to one's community.

The group who chose Farmers and Ranchers wanted the cooperation and help of the library on passing and promoting mill levies. Those who chose the County Commissioners felt it was necessary to know the occupations, personalities, educational and political backgrounds, and the present knowledge of the library program by this governing body, so that the Commissioners would be aware of the library's needs and its service to the community. They felt that County Commissioners as men of finance and servants of the community should help interpret the library's program and in turn be helped by the library with materials pertaining to their personal and professional interests.

The selection of the Church Worker group brought forth the suggestion that the library could assist in program planning and with bibliographies of religious material for different denominations. The reason given for selection of retail workers was interesting. It was noted that this group is less apt to use the library because of long working hours and educational background. The need for self-education was stressed, and the idea that this group of tradesmen could become the best "advertisers" of the library as they were in constant daily contact with the public. One area where the library could be especially effective is in helping merchants and clerks with advertising and window dressing. Small, compact booklists to be carried in the pocket or purse was a gimmick proposed to attract retailers.

Reactions to the needs of the Young Married groups ranged from exploring their cultural and educational positions, providing data on community rooms available for meetings, promoting hobbies, to furnishing Dr. Spock's book on care of infants. The same type of services could be applied to the Young Adult Service Clubs such as the Jaycee's and Junior Women's Clubs with emphasis on civic responsibilities. Library tours and open houses could acquaint these clubs with the resources at hand. Competent and efficient telephone service by the library was recommended as a valuable means of extension.

For Patients in a Nursing Home conclusions were that the library not only furnish books and periodicals but that with the assistance of some service or women's club, records, magnifying machines and glasses be provided. Homemakers' Clubs might go to the home and teach handicrafts with the aid of library materials. The group considering Amateur Artists stated that art may be overlooked in this age of technological progress. Therefore art exhibits and local "artists nights" might stimulate interest. The library is a logical center for displays of paintings, prints, and picture collections which are not only attractive but educational as well. Program Chairmen and Club Officers can make substantial use of the library with program planning and instructional books on public speaking. In cooperating with the library, the Chairmen of the clubs themselves may interpret the library in acknowledging the assistance received in their newspaper reports of their programs and projects.

One of the most difficult groups selected was to interpret the library to the Families of the Mentally Ill. It was recognized that

illness of this type is often closely guarded by the family but the need for this knowledge may be made known through a social worker or institution who can determine what is needed. If the families are given something that helps and relieves, then it inevitably follows that the word is passed on.

Every plan and suggestion was extremely good and many original ideas were descriptively expressed. The over-all approach was bringing the people into the library and the library to the people. All groups reiterated the tenet, "Each one, tell one", for there is nothing more forceful or potent than person-to-person contacts. If the people use every type of library resource available, and if the librarian reaches every component and individual in her community, then the library is truly and correctly interpreted.

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WHERE HAVE WE BEEN?
WHERE ARE WE?
WHERE ARE WE GOING?

Miss Warncke: The topic: Where have we been? Where are we? Where are we going? can be interpreted a number of ways. I'm going to interpret it as of today. Where have we been? I think we have been on a long journey today in more ways than one. We have a very interesting and different kind of journey and that is a journey into the concepts we know but we don't analyze for ourselves very often. We have been looking at what we know--at libraries and at people in our community and these we should know very well. We have been looking at them in a new way--we think in terms of necessities, reports, circulation, buildings, hours on the job, technical processing, crisis when the roof leaks, etc., all these things occupy our minds and attention. A great philosopher once said that just keeping going required 95%-98% of our staff and board time but it is what we do with the other 2-5% that makes a difference in the institution that makes it a growing one. We have looked again at libraries as social institutions responsible for the whole development, cultural education and growth of everyone in our communities. This is a long journey from our small libraries to our growing concept of libraries we found ourselves looking at. We are asked to make a plan and deal with them in new ways, relating what we know of the community, trying to see what we have that is important to that group and what they have which is important to us. We are talking about the library image. We are talking about looking at our services and projecting them into the consciousness of the community.

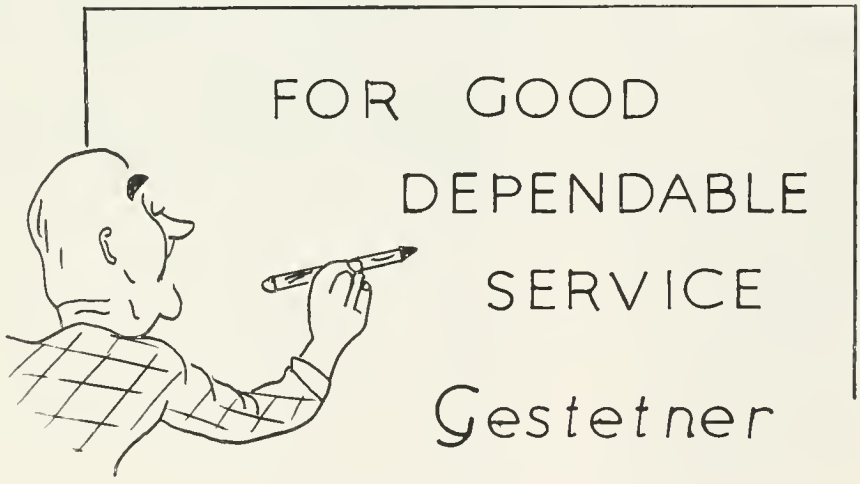
I would say when we ask Where are we?--we are a lot farther along than we give ourselves credit for being. For certainly over the years we have projected the library image. We are farther along when we are able to depart from our libraries to settle down and do some long term thinking.

When someone comes to a state like Montana we always say "We are poor, the libraries are small, the distances great--we are trying but we aren't getting very far." After being here 24 hours, I think we are a lot farther along than we think we are. 1. A Federation is a strengthening--the local library that is a part of the federation has greater opportunities--a joining together process. This is way ahead here. 2. We are way ahead because librarians, trustees, organizations, etc. all work together on legislation. We cannot say they should or they won't. We have to know what we are doing. We have to organize ourselves. We have to be

politically persuasive and politically smart. I know of places where you find librarians, and libraries not wanting to federate--not wanting someone else to tell them how to run the library.

I would say that Montana is one of the states at the moment that is in a very exciting position. I'm going to tell you about some of the other states. Some states in the Northwest which have only recently organized a state group which have nothing compared to your group. They have not had an opportunity to establish relationships. They are at the threshold. Other states who once went way ahead and have been resting on their laurels instead. There are other states where the whole economy, whole character of the country is changing so that even though they have made library contact they have to reestablish on a different basis. In Montana, you have a reasonably long history of library development--this is your 48th annual conference--you have worked together and have developed a program and movements toward standards. You are at a place where groundwork is done and at a place where it will take a little longer but it will take you on to your goals.

Where are we going? We are going to have good library service for everyone in Montana. We will have it because we will have enough money. We will have enough good will and we will have enough ability to cooperate so that we can join together for strength rather than separate and keep ourselves weak. We are going to have service that grows from all plans that were submitted this morning. There will be dynamic service as a result going



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out to the people. We are going to have the ultimate use of interlibrary loan so that we will have a good collection and be able to put our hands on any book a reader requests. All we are going to have is because we have the good groundwork demonstrated here and good pioneer vision to keep going. One of the tools we have is your pamphlet Library Image. It came out of conference. It came at a time when people must have expected librarians, trustees, etc., of Montana to be concerned with money, building, with the tough hard real facts of institutions, etc. The Library Image indicates that you've gone beyond that and you have seen for yourself a vision and you set for yourself a task to bring the best library service to everyone in Montana. In order to do the best possible job with what we have now but keep our eye on the mountain--the place where we are going. We can place all of our great talents, skills, enthusiasm, to work for the very best service for everyone in Montana.

United

Nations

Day

October 25th

1961

BANQUET SESSION

Friday, May 5, 1961 7:00 p.m.

The Friday evening banquet was held in the Elks' Dining Room at 7:00 p. m. Presiding was Mrs. Clare Smith, coordinator, Sagebrush Federation of Libraries, Miles City and incoming M.S.L.A. president.

Clare Smith announced that Saturday of NLW was proclaimed "Helen Ewing Day" in Glasgow by the mayor.

Miss Faye Post sang "Yesterdays" and "I'll Take Romance", accompanied by Miss Kay Schoengarth.

Mr. Leonard Langen, Attorney at Law and Library Trustee, Glasgow was the featured speaker. His topic was "Open the Door to Knowledge." He told his audience that unless we as a people are willing to educate ourselves concerning our freedoms, we may lose them; also libraries help open the door to knowledge.

He mentioned such freedoms as freedom of speech, that we cannot be compelled to testify against ourselves, and that we have the right of privacy in our home and of our person. He pointed out that we are in danger of substituting for divine right of kings the divine right of majorities.

Distrust of absolute majority is justified in experience as is distrust of an absolute ruler. He gave as an example, "If a Communist is convicted, or a criminal, or a criminal sent to prison, mass opinion is expressed and calls the action praiseworthy. Mass opinion is not concerned with the question of whether one of our fundamental principles of freedom was violated in obtaining this result."

Mr. Langen pointed out that to allow mass opinion to continue the present trend can change us into

the same color as our enemies. Therefore, we must destroy this cult of conformity. We must develop the principle of individualism and look with respect on the opinion of the non-conformist.

We must educate ourselves to know our history and traditions so that we know the circumstances out of which grew this concept of human freedom.

Let us continue to open the door of knowledge, and libraries are at work helping to do this.

Mr. Langen was a special agent with the Federal Bureau of Investigation in various Midwestern and Eastern cities, for 12 and a half years. He is now practicing law in his home town of Glasgow.

THIRD GENERAL SESSION

Saturday, May 6, 1961 9:00 a.m.

The third general session of the 48th annual conference of MSLA was called to order by President Helen Ewing. The Reverend Martin J. Burke gave the invocation. The president opened the business session asking if there was any old business. There being none, she proceeded to the introduction of the conference committee calling on Mrs. Perl Coombs, librarian at Glendive Public, Chairman of the committee, to make the introductions. Mrs. Coombs introduced the following committee members present: Mrs. Jane Carey, Mrs. Mary Harstad, Mrs. Virginia Schulte, Mrs. Ella Schloss, Mrs. D'Arline Olson, and Darlene Tietz. Other committee members not present are mentioned on the program.

Mrs. D'Arline Olson introduced and welcomed all new librarians and those who have not been at MSLA before. They were also welcomed by President Helen Ewing.

The president then asked that if there were any corrections to the annual reports they should be made now.

In regard to the report from the committee on the meeting place, 1962, Kathleen Campbell moved and it was seconded that we have the president serve on the meeting place in the future. The motion carried. Lesley Heathcote moved and it was seconded that we accept the invitation to go to Missoula for the MSLA conference in 1962. This motion carried.

Changes recommended in the Constitution Committee report constituted the following:

ARTICLE IV. Change section 3 to read: at each annual meeting a registration fee shall be collected the amount to be determined by the Executive Board each year. Lesley Heathcote moved the adoption of this amendment. It was seconded by Merwin Moores--the motion carried.

ARTICLE V. Add to section 1: e. Library Development Committee. This committee shall work closely with the Montana State Library Commission to extend library service to all Montana citizens.
f. Publications Committee. This committee shall be responsible for the editing, production, and distribution of the Montana Library Quarterly. Lesley Heathcote moved the adoption of this amendment, it was seconded and the motion carried.

ARTICLE VI. Add section 5: By June 15 of each year, the executive board of each division shall submit to the Executive Board of the Association a tentative budget for the support of that year's work; on the basis of this, and in the light of the Association's financial situation, the Executive Board of the Association shall allot a definite sum to each division, notification of the amount to be made to the di-

vision chairman by September 1. Lesley Heathcote moved the adoption of this amendment to the bylaws--it was seconded and the motion carried.

Alma Jacobs reported on the Scholarship Committee and recommendations made by the Executive Board. The Board wishes to make the following changes: that MSLA offer 4 scholarships in the amount of $100 each to members of MSLA for scholarships to a workshop at MSU the last two weeks in July--scholarships to two school librarians and two public librarians. The $100 includes fees, board, and room. In order to qualify for the scholarship the applicant has to be actively engaged in library work in Montana. The president asked for a discussion. Lesley Heathcote moved we accept the recommendations of the Executive Board and award 4 scholarships. This was seconded and the motion carried.

Alma Jacobs reporting for the Nominating Committee apologized for the error made on the original ballot which carried the name of this year's president by mistake.

Peg Gadbow reported the complete success of National Library Week in Montana and thanked all for the reports. She said a final analysis would be made in Helena the weekend of May 12th.

President Helen Ewing gave her president's report which does not appear in the annual report booklet.

The president read greetings from Arthur DeVolder, PNLA president, Mrs. Loretta Peck, School of Mines Librarian; Inez Haskins, Butte; ALA; Alice Fossens, Sup't. of Schools, Roosevelt Co.; Jim Van Walk, Hertzberg's Bindery; Miriam McNally, who is responsible for "The Library Image."

Under new business President Ewing read a petition from the Trustees and Friends asking that the MSLA approve the organization of a Trustees and Friends Division of the State Library Association, and that this request be submitted to the membership for a vote at the meeting in Glendive in May, 1961. This was submitted by Mrs. R. Warden and others. Lesley Heathcote moved that MSLA accept the petition; this was seconded. The motion carried.

A letter from Dr. McCleave, state chairman of NLW,1961 was read first recommending that the State Association consider a more permanent status for the NLW State Committee and secondly encouraging the Association to seek a governor's conference on library needs in Montana.

It is suggested that the permanent committee be composed of the current presidents of AAUW, MFWC, BPW, MSLA, of representatives of various other civic and professional groups and organizations; and of citizen leaders in the state who are committed to a concept of good libraries as vital to the educational defense and aware of the potential and the needs of library service in Montana.

Specific projects which could not be effected in one year but which were discussed as possible considerations of a permanent State Committee for a long range program included a governor's conference and the making of a Montana film similar to Yours for the Asking which depicts so dramatically the library picture in Washington.

The Executive Board endorses the recommendations of Dr. McCleave; the president asked the pleasure of the group regarding this. Various members recommended that other

groups such as PTA, State Dept. of Instruction, MEA School Librarians, etc. be included. In rereading Dr. McCleave's letter it was found that the reference to various other civic groups is broad. Lesley Heathcote asked about continuity and suggested an organization should be set up with a two year term and staggered so that new members would not be starting each year.

President Ewing asked the group if they would endorse the recommendations. Fran Dufraine moved that the group endorse the recommendations. This was seconded and the motion carried.

An announcement was made by Mr. Spillers, special projects director from Helena Public Library with a request for a cataloger and there was also a request for a librarian at Fort Benton.

Lesley Heathcote said that she would be glad to give a page in the Quarterly (with no charge) to positions open.

Fran Dufraine announced she has a tape called "A Library Story" and would run it after the afternoon session for anyone who is interested in doing recruitment in the library.

Doris Wilson from MSC made an announcement about a Family Life Workshop to be held in June on the MSC campus. The leader will be Mr. Herbert Bisno, Associate Professor of Sociology from the University of Oregon at Eugene. This conference will be held in the Student Union Building on the MSC Campus in Bozeman.

Mrs. Helen Anderson, administrative assistant, Great Falls Public Library introduced the exhibitors at the conference and hoped that all would have an opportunity to stop at the exhibitors' displays. Exhibitors introduced were:

The Grolier Society, Inc., of New York, N.Y. was represented by Mrs. Robert Herrig, Librarian of the Lincoln County Library at Libby. Mrs. Herrig was substituting for Mr. O. Lloyd Gillespie, the regular representative.

Charles M. Gardner Company of Scranton, Pa. and E. M. Hale & Co. of Eau Claire, Wisconsin were both represented by Mr. George Schlagenhauf of Minneapolis.

Crowell-Colliers Publications of New York, N.Y. was represented by Mrs. Goldie L. Wilson of Great Falls.

Field Enterprises Educational Corporation of Chicago was represented by Mr. D. R. Brown of Billings.

F. E. Compton & Co., of Chicago was represented by Mr. W. H. Towle of Salt Lake City.

Doubleday & Co., Institutional Department of Garden City, N.Y. was represented by Mr. L. Sandsmark of Ronan, Montana.

Puget Sound News Co., Seattle, was represented by Mr. Dan Oliver.

Publishers' Exhibits without representatives were from: E. P.Dutton & Company, Inc.; Harcourt Brace & Company.

The Montana Library Commission had a display of Montana Books.

Mrs. Jessie Brown Marsh of Bozeman displayed her latest book for juvenile readers, "The New Little Fuzzy Green Worm."

Mrs. Marian Place of Glendive who writes under the name of Dale White, had a large display of her books and some of her awards.

Following the introductions the group recessed for a coffee break and also for the purpose of viewing the book displays.

At 10:15 a.m. the group resumed to be directed to the divisional meetings held in various sections of the Washington School.

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DIVISION MEETINGS

Saturday, May 6, 1961 10:15 a.m.

SCHOOL LIBRARY DIVISION

The business meeting of the School Library Division of MSLA during the MSLA conference was held Saturday May 6, 1961, at the Washington School in Glendive. Mrs. Frances Wells, Chairman, presided.

Each librarian was asked to introduce herself or himself and tell where she or he was from.

The minutes from the last meeting were read. They were approved after the correction was made that the minutes from the previous year had not been lost. Bill Forsyth gave the treasurer's report which showed a balance of $26.35. He moved we approve the expenditure of $10.00 for postage and stationery. This motion was seconded and passed. A copy of a library survey conducted by Mr. Forsyth is inserted.

Three representatives from units of the University of Montana spoke of their library offerings during the summer. Geneva Penland from Montana State University told of the action program workshop. Barbara Gillis explained the four courses to be given during the summer session at Montana State College. Chester Roberts from Eastern Montana College stressed the need for convincing our administration of the value of our libraries and explained their summer courses offered.

Mrs. Mary Jo Janey from the State Department of Public Instruction spoke on aviation education and announced three aviation workshops on college campuses this year. Packets of materials on space age education for schools were distributed to librarians present.

It was announced that anyone who can go to the ALA convention in Cleveland should contact Frances Wells and act as our delegate.

Election of officers was held with the following people being elected:
Dorothy Wegner, Bozeman - Chairman
Jane Carey, Glendive - Vice Chairman and Chairman-Elect
Lucille Brown, Glasgow - Secretary
Bill Forsyth - Treasurer

Mrs. Wells reported on the Leadership Conference held in Chicago. Its purposes were to stimulate the development of long range plans for school library development in each state; to assist state representatives in formulating these long range plans; to share information on successful programs for the implementation of standards; and to develop informed representatives from each state to assume leadership.

Mrs. Letitia Johnson, State Implementation Program Chairman, spoke on long range development for our state. We need to have a step-by-step plan. She also stressed the need for a library supervisor, a selective recruitment program for librarians, need for a status study or survey of professional training of librarians in the Montana area and who is available, need for help in making up a proposal for grant funds.

Mrs. Stevens, Mrs. Eggart, Mrs. Frette and Mr. Forsyth were named on a committee to get information to District meetings of MEA for the AASL to become a department of MEA. The meeting was adjourned until after the banquet because of lack of time.

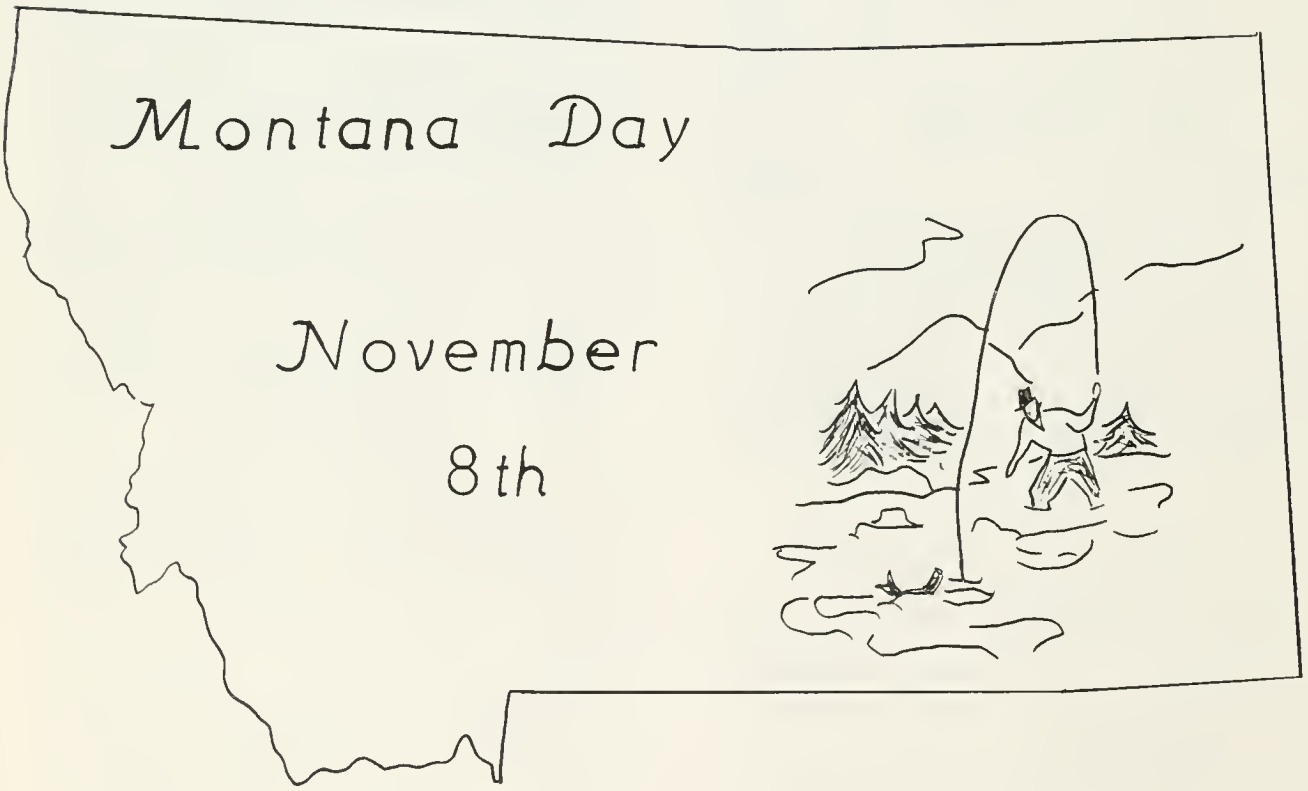
The meeting reconvened after the banquet at 10:20 p.m. Items discussed were appointing a state committee to present the library image, taking a survey for status study, publicity for getting the school library picture across to parents and a selective recruitment program. It was suggested that funds be asked for the committee now named and that civic representatives be appointed to this committee.

Resolutions were made resolving that the school library division endorse the appointment of a qualified state school library supervisor and that we support the PNLA scholarships for librarians.

The meeting adjourned at midnight.

Respectfully submitted

Lois Olsrud
Acting Secretary



The results of a survey conducted in conjunction with membership solicitations. 216 persons* were contacted by mail.

School	Enrollment	Librarian (full or part-time)	Annual Budget	Separate Funds	Improvement	Administration Sympathy
# 1	2200	2 f	$3000 * *	yes	yes	yes
# 2	1650	1 f	$9000	yes	yes	yes
# 3	1325	1 f	$1900	no	no	yes
# 4	1000	1 f	$2500	yes	yes	yes
# 5	975	1 f	$1500	---	---	yes
# 6	950	1 f	$1200	no	---	yes
# 7	750	1 f	-----	yes	yes	yes
# 8	700	1 f	$1500	no	yes	yes
# 9	550	1 f	$2062.50	no	yes	yes
#10	515	1 f	$ 800.00	?	yes	yes
#11	425	1 f	$3500	no	yes	yes
#12	220	1 p	$1000	no	yes	yes
#13	220	1 p	------	yes	yes	yes
#14	160	1 p	$ 750	no	yes	yes
#15	145	1 f	$1500	no	yes	yes
#16	135	1 p	$ 400	yes	yes	?
#17	118	1 p	$ 400	no	no	yes
#18	97	1 p	$ 600	no	?	yes
#19	85	1 p	$ 400	no	yes	yes
#20	75	1 f	$7500 ***	yes	yes	yes
#21	48	1 p	$ 400	yes	yes	yes
#22	45	1 p	$ 400	yes	yes	yes

** The budget for this school for the year 1961-62 will be $8000. An extensive rebuilding program is to be conducted in one of two units of the school.

*** A Federally supported school.

* High school librarians as listed in Library Directory of Montana, 1960.

THE TRUSTEES AND FRIENDS DIVISION

Saturday, May 6, 1961 10:15 a.m.

Friends and Trustees attending Division meeting: Mrs. Constance Lhose, Roger Spillers, Harriette Cushman, Veronica O'Sullivan, Mary Garrity, Dick Stevens, Mrs. Abrams, Mrs. Dorothy Floerchinger, Hattie Shookey, Mrs. Robert Kopp, Elmer Page, Doris Lawson, D'Arline Olsen, Ruth Warncke, Barbara Houghton.

Miss Ruth Warncke was present at this meeting and congratulated the gathering of Friends and Trustees on becoming a new Division of MSLA. Miss Harriette Cushman suggested that this might be an exploratory group since the Chairman, Mr. A. J. Richardson was not present.

Miss Warncke then explained and clarified the purposes of a Friends and Trustees group. She pointed out that as non-professional members of MSLA the Division formed by the Friends and Trustees was a feasible arrangement for Montana. Since there were so many local Friends groups already organized she felt it was time to set up bylaws, remembering to include the Trustees who have a different set of problems. She asked the Division how they wished to go about organizing, from the state level down to the local levels or contrariwise? The membership concluded it was better to have a central organization with local contacts made through individual libraries.

Miss Warncke stated that the usual method of organization is to elect a small committee who make recommendations for bylaws and who also appoint a nominating committee to select a slate of officers to present to the membership. She added that the Montana Friends and Trustees Division had a big advantage in that it already had a membership list maintained by the MSLA and addressograph plates at the Montana State Library Commission. She cautioned that the Division bylaws should conform to the present MSLA constitution and that it might be well to study other states' Friends groups to profit by the experience of others.

The group then introduced themselves in order to set up a temporary steering committee. A five member committee was agreed upon. Nominations from the floor were: Harriette Cushman, Veronica O'Sullivan, Dorothy Floerchinger, Elmer Page and A. J. Richardson, the present chairman in absentia. Harriette Cushman was nominated and seconded to be the 1961 chairman for the interim steering committee.

Miss Cushman then stated the aims of the Trustees and Friends Division would be to interpret the library to the community; use past manual and records for guidance and assistance; and to explore what the American Association of Library Trustees had to offer. She asked Miss Warncke to explain what AALT does.

Miss Warncke replied that AALT's objectives were: 1-The education of their own members; 2- Concern with legislation, giving assistance to the ALA program, help with legislation at state and local levels; 3- Stands for high ideals of library service.

The group adjourned leaving the newly elected interim steering committee and a recorder. Miss Cushman moved and it was seconded that Mr. Richardson be asked to stay as a hold over member of the Committee until 1962 to retain continuity. The committee would work to determine the Divisional status in MSLA and to have a set of bylaws for presentation at the next meeting. It was agreed that the Committee request names for the 1962 nomination slate of Division officers from each Trustees and Friends group in

the state. There will be no official program for the 1962 conference except the organizational business meeting.

COLLEGE AND UNIVERSITY LIBRARIES

There were no minutes submitted from the College and University Libraries since, as Lesley Heathcote reported, they are not as yet a division of the Montana State Library Association.

PUBLIC LIBRARIANS & "ON TO MISSOULA"
(combined)

Mrs. Marjorie Moores, presiding
Mrs. Ruth Longworth, speaker
Mrs. Alma Jacobs, speaker

Mrs. Longworth stated there would be a library workshop in Missoula from July 17 to 28, 1961, for public and school librarians, teachers, and for administrators and asked Mrs. Jacobs to tell about it.

Mrs. Jacobs stated that the workshop entitled "Extending Library Services" would have Mrs. Gretchen Schenk as special consultant and that it would be a wonderful opportunity to hear her and to have personal interviews with her on special problems relating to one's own work. There will be special emphasis on extending library services, cooperation between public and school libraries. An overnight trip to Glacier National Park is also planned.

The Montana State Library Association is offering 4 scholarships for this workshop--2 for school librarians and 2 for public librarians. Applications should be sent to the president of MSLA by June 1. The fee for board and room and tuition will amount to about $86.00 and the amount of the scholarship offered is $100.00 per person. Three undergraduate or graduate credits can be earned during this two-week period.

Each librarian was then asked to introduce herself and tell where she was from.

Mrs. Jacobs then told about the film cooperative in the Great Falls library and stated new subscriptions were needed in order to buy more films. She invited the librarians present to consider a subscription for their library and to make use of the film service.

Mrs. Herrig told of her use of films as she goes out with the bookmobile in Lincoln County. She shows films in the county schools and also community centers where adults can attend.

Adjournment.

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LUNCHEON SESSION

Saturday, May 6, 1961 12:00 p.m.

Mrs. Frances Dufraine, Librarian, School District No. 1, Great Falls, presided at the Montana State Library Association luncheon Saturday, May 6th. In introducing Mrs. Letitia Johnson, Librarian, Ronan High School, and Montana Representative, A.A.S.L. meetings on Implementation of new ALA school library standards, Mrs. Dufraine said:

Henry M. Wriston, Chairman, of the President's Commission on National Goals, wrote: "There are many legitimate goals for the United States. None of them--literally none--is attainable without the intelligence, courage, and industry of individuals. The central goal, therefore, should be a renewal of faith in the infinite value and unlimited possibilities of individual development. Whatever constitutes a barrier to a man's unalienable rights should be swept away".

Surely there is no institution in the world more dedicated to the growth of individual man than the American Public School and Public School Library.

Quoting from Norman Cousins: It is not the concern of leadership to create greatness in its followers; only to summon it. Let us consider ourselves summoned to great and envisioned support of library growth in Montana.

Following Mrs. Johnson's speech, the group adjourned to the afternoon sessions in the Washington School.

FOURTH GENERAL SESSION

Saturday, May 6, 1961 2:00 p.m.

Mrs. Frances Wells, Librarian, Helena Senior High School presided at the afternoon session. She announced that Mrs. Robert Herrig would substitute for Dr. Linus Carleton in addressing the group on "The School Library Image." Mrs. Herrig is Librarian at Lincoln County Free Library, Libby.

The School Library Image

As was said in one of the talks yesterday, "A library is as good as the people want it to be". In regard to any type of library this is true. In thinking about school libraries, Mary Gaver's booklet EVERY CHILD NEEDS A GOOD SCHOOL LIBRARY is a fine inspiration and guide. She mentions the three basic "ingredients" -- the materials, the place, AND the librarian. What the librarian does with the first two tells the story. What the librarian can do to help the student in all areas of his life is a great challenge.

The idea of the library as a collection of books to which a youngster comes when he has nothing else to do is nonsense. Also the idea of one as only an emergency help in preparing an assignment is tragic nonsense, also.

We are just waking up and recognizing the importance of the library in the total school program. The library is as much a part of the curriculum as any other part of school. The librarian should be as active as any classroom teacher in the curriculum studies made by teacher committees. With new learning and teaching methods the librarian should think in the same terms as teachers.

A librarian must think her work is important. She should realize she has a longer continuing experience with a child than any other single person in the school. Teachers have students a semester--a year or perhaps two. The librarian can and should be of inestimable help to a guidance teacher, to other faculty members, or to the administrator. She MUST regard herself as a most important part of the school in working with the administration. Unless she thinks this way she is not going to impress her administrator nor will he understand her problems.

Her main problem is interpretation of the school library and its services to students, faculty, administrators, school boards AND the public in general. These are the same people to whom all library services --school or public must be interpreted. So--this is the vision and if we are going to increase the vision of everyone we must be like a person lighting a fire. We learn in Boy Scout and Girl Scout work that the way to build a fire is to start with small sticks which we can find on hand. From these small beginnings, starting where we are with what we have, we can fire larger pieces and even logs until we have a wonderful bonfire shedding light and inspiration everywhere.

Such should be our school library image!

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PANEL

"How can 'The Library Image' Be Applied to School Libraries?"

Panel: Ruth Warncke, leader; Mrs. Robert Herrig, Librarian, Lincoln County Free Library, Libby; Mrs. Jane Carey, Librarian, Dawson County High School, Glendive; Mrs. Lucille Brown, Librarian, Glasgow High School, Glasgow; Miss Kathleen Campbell, Librarian, Montana State University, Missoula; Ed. T. Sommerfeld, Superintendent of Schools, Glendive.

The conclusions were: there is a lack of adequate support for school and public libraries; the fact that the school library is a part of the curriculum is not adequately conveyed to the administration and the school boards; the need is to let everyone including students, administration, teachers, parents know they all have a responsibility.

Following are comments made by members of the panel in regard to school libraries, librarians and projecting the library image according to the equation of understanding the need, giving efficient quality service and telling the story.

In answer to How can we resolve the difference in the library image?--- the image the librarian has and the image other people have, Mr. Sommerfeld felt we must start library education early enough in school to build up an image which will carry on through life---user's image. We must get the little twigs bent in the right direction early in life.

In projecting the library image we must realize this goes on indefinitely. Good relationships between school and public libraries must be built up. We must have good school libraries to make good use of public libraries later on.

Parents should be informed that we have a school library and librarian and that the child does not have to depend on the public library completely.

The librarian has to work with teachers and teachers with librarian.

One problem in both school and public libraries is that teachers do not always submit assignments in advance. We should solicit support in this aspect. Material that is going to be assigned should be submitted in advance and given to public librarians also. The librarian should send a letter to teachers giving reasons why the assignment is not fulfilled. This does not only happen on the high school and on public library level but also on the university level.

Teachers must realize the librarian is not a specialist in every area.

Some libraries are well developed--others in very much need. We should put forth the standards as a minimum and set a goal. We should place the goals beyond the dollar and a half. With the correct philosophy behind the standards, the dollar and cents will take care of themselves.

One way of interpreting the library to the community is through the use of information of what is going on now and always referring back to the need for more money, staff, etc, to do a better job.

We should give statistics to the community as to the different uses of the library. Too frequently librarians hide their light under a bushel and do not bring forth all the good things they do. Statistics do not always measure good library service--so much is given in the library itself that it cannot be measured.

The question that is always raised 'Why do we need a school library when we have a good public library' ---we need both because the functions are different.

The community determines the needs of the public library.

The teacher's image of the library and librarian are different. The uses of the library are different. The teacher has to present her image to the student and in time the images will coincide. The librarian has to work with the teacher--they must know what is on hand. If no one knows what you have in your library, we haven't done enough in a good public relations program.

MSU has a publication "Inside the Library" which is published monthly with information on all new materials in the library. This can be done in any library.

If we want to be really self-seeking, we haven't done enough with what we have.

The image that the student gives about the school library will definitely affect his image of the public library and librarian. The school has the child all day.

We need materials not only in the subject area of what we are teaching but also in the recreational reading area.

It is agreed that library instruction begins at the very earliest moment in a child's life.

Montana needs more elementary school libraries.

All teachers should be required to have training in library instruction. At MSC it is required of all elementary and secondary education majors.

Teachers should know more about books in their own subject area. Librarians are not specialists in every field.

The school librarians have a real responsibility to speak up loudly

and clearly with lots of ammunition. Working together with parents and groups solves mutual problems.

The parents can light the firecrackers only after we have done all possible to project the library image to interpret our needs.

Everyone has a responsibility for projecting the image of the school library and librarian. No one can be left out in projecting this image.

****

Following the panel on the School Library Image, there was a short coffee break after which the conference group left in various cars for a very enjoyable, interesting and scenic trip to Makoshika Park.

BANQUET SESSION

Saturday, May 6, 1961 7:30 p.m.

The banquet Saturday evening was held in the Elks' Dining Room at 7:30 p.m. Mrs. Doris M. Mart, Librarian at Garfield County Free Library, Jordan, presided.

MSLA awarded three prizes--each a copy of "Free Grass to Fences" by Bob Fletcher. Awards went to Libby to Inez Herrig for the greatest distance traveled to the conference ---691 miles; to Sidney for the greatest representation of librarians, trustees, and friends; Clare Smith, the incoming president drew the name of Norma Flesch, State BPW president for the third award.

Music for the Saturday evening banquet was provided by Mrs. Harriet Dix, who sang several selections. "The Sound of Music", "Madame Butterfly", "Goodnight, My Someone", and "Getting to Know You". She was accompanied by Mrs. Susan Erickson.

Mr. Patrick E. Lee, Director of Information Services and Publications, College of Great Falls, and News and Special Affairs Department of KFBB, was the featured speaker. His topic was, "The Best Book I Ever Read."

Following Mr. Lee's address the group adjourned until the Sunday morning business meeting. The school library divisional meeting continued with business not finished at the divisional meeting earlier in the day.

BREAKFAST BUSINESS MEETING

Sunday, May 7, 1961 8:30-10:00 a.m.

Mrs. Helen Ewing, President, presided at the installation of officers for the new year. This was held in the Petroleum Room of the Jordan Hotel.

The Resolutions were read by Elizabeth Pittman. After additions and slight changes, they were adopted. They are inserted following this.

The new officers were beautifully installed by President Ewing who used the unique theme "Blessed Are They" and followed through on each officer. The following officers were installed:

President - Mrs. Clare Smith, Librarian, Carnegie Public Library, Miles City, Montana.
Vice-President and President-Elect Mrs. Mary Antunes, Librarian, Havre Public Library.
Secretary - Mrs. Helen Anderson, Administrative Assistant, Great Falls Public Library.
Treasurer - Mrs. Rita Nelson, Serials Librarian, Montana State University.
A.L.A. Councilor -Kathleen Campbell, Librarian, Montana State University.

President Ewing thanked her officers, congratulated the new officers and turned the meeting over to the new president, Mrs. Clare Smith. Clare accepted the Presidency as a challenge and expressed the hope that she would do as well as her predecessors, especially Helen.

The convention then adjourned to meet in Missoula in May, 1962.

Report Of The Resolutions Committee

Whereas the Montana State Library Association has met in Glendive for its 48th annual conference and has here enjoyed the very best in hospitality,

And whereas the program has been helpful, stimulating and entertaining,

And whereas it is understood that the fine contributions of the active membership are fully appreciated;

Be it therefore resolved that the sincere thanks of the Association be extended to the following:

To the city of Glendive for its fine hospitality, and especially to His Honor, Mayor Loren Stott for his timely and inspiring remarks and words of welcome;

To Reverend T. C. Gustafson and to the Reverend Father Martin J. Burke for their reverent and inspirational invocations;

To the Jordan Hotel, and especially to Mr. Curt Meeds and all his staff for the courteous service rendered;

To the Chamber of Commerce for maps of the city, for the release of parking tickets, and for arrangements for the trip to Makoshika Park;

To the School Board, to Superintendent Ed Sommerfeld, and to Principal Pete Bakken and his custodial staff for the use of the Washington School facilities;

To the women of the First Methodist Church and to the Sacred Heart Home and School Association for serving the excellent meals;

To the staff of the Glendive Public Library and to the other librarians in the area and especially to the conference committee, the hospitality committee and to those who furnished transportation;

To the Northern Pacific Railway and to the Texas Oil Company for the practical favors;

To all the trustees, friends, and representatives of local groups who have attended and participated in this stimulating conference;

To Marian Place for giving so generously of her time and for sharing with us some of the honors her work has brought her;

To Mrs. Mary Jo Janey who brought from the State Office of Public Instruction, her exhibit on aerospace education;

To Harold Burges, Editor, Glasgow Courier for the printing of our programs;

To the book exhibitors for their instructive displays and for their generous support of the Association;

To Mrs. Norma Flesch, state president of the B. P. W., for her contributions to our meeting;

To Mr. Leonard Langen and Mr. Patrick E. Lee for their vigorous and thought-provoking talks;

To Miss Faye Post and Mrs. Harriet Dix for their beautifully rendered vocal selections, and to their competent accompanists, Miss Kay Schoengarth and Mrs. Susan Erickson;

To the members of the Key Club of the Dawson County High School, and to the local teachers for their services;

To Miss Ruth Warncke for her presence and especially for her stimulating talks and her fine leadership as panel moderator.

Be it further resolved that the secretary be instructed to convey by letter our warm appreciation and thanks to these individuals and organizations.

Respectfully submitted

Elizabeth Pittman, Chairman
Constance Piccioni
Mary Harstad

Whereas, the most efficient means of developing a significant state program in the school library field is under the direction of a qualified librarian at the state level and, whereas, Montana is one of the few states in the country that does not now have a state school library supervisor, be it resolved that the school library division of MSLA endorse the appointment of a qualified state school library supervisor. Be it further resolved that the State Superintendent of Public Instruction be reminded of the continuing urgency of this need, that she be thanked for her interest and that her continued active support be requested.

Whereas, Montana has derived a benefit in the Western Interstate Commission on Higher Education program in other professional areas, and whereas there is no graduate program in librarianship in Montana, be it resolved that a request be made to have training in librarianship included in the program.

****

Montana

Day

November

8th

MONTANA STATE LIBRARY ASSOCIATION ANNUAL REPORTS 1980-1981

Financial Report

RECEIPTS:

Individual memberships	$ 863.20
Advertising	443.50
Subscriptions	57.50
Gift (Haskins)	10.00
	$1374.20
Balance - May 1960	1456.94
	$2831.14

DISBURSEMENTS:

Supplies M.L.Q.	$ 190.22
Postage	127.60
Printing etc.	206.75
	$ 524.57

Supplies M.S.L.A.	$ 22.05
Postage (Friends & Ass'n)	43.00
Expenses (Speakers fees etc.)	767.98
	$ 833.03

Total M.L.Q.	$ 524.57
Total M.S.L.A.	833.03
	$1357.60
Bank Balance	1473.54
	$2831.14

MONTANA LIBRARY QUARTERLY

FINANCIAL

REPORT

1960 – 1961

RECEIPTS:

Gift (Haskins)	$ 10.00
Advertising	443.50
Subscriptions	57.50
	$501.00
Balance 1960	332.74
	$833.74

DISBURSEMENTS:

Supplies	$190.22
Postage	127.60
Printing	206.75
	$524.57
Balance 1960	307.44
	$832.01

Report Of ALA Councilor

We missed a wonderful meeting in Montreal, June 19-24, 1960. From all accounts, it was a most successful conference and we are pleased that Lesley Heathcote, Librarian of Montana State College, and Mary King, High School Librarian from Stevensville and Helen Micka, Librarian of the Corvallis High School were able to attend. Lesley is a member of the Notable Books Council.

Evidence that the library profession is moving ahead faster than ever before was presented to the 868 librarians who attended ALA Midwinter, January 29 through February 4th.

Discussion and reports before the 219 member council, the ALA's governing body, ranged from the ultra advanced Century 21 research and exhibit project scheduled for Seattle, Washington, in 1962, to the topical problem of integration of the nation's libraries and announcement of the tour of Russia by seven American librarians. Dr. Irving Lieberman is Chairman of the Century 21 Committee for ALA.

Approximately 375 meetings were held during the week-long session, nearly 100 more than the number scheduled last year.

Setting the pace for the entire session was Mrs. Frances Lander Spain, president of ALA who, in her report to Council Wednesday evening (Feb. 1), said: "The single biggest activity in which this Association is now engaged is the erection of the Headquarters building....The response to our appeal to the membership for contributions has been, and continues to be generous. We realize that our initial letter reached the members when they were concerned with end of the year expenditures. Nevertheless, we have received from all sources, a total of $119,345.06....There is a strong feeling of excitement about the building that is drawing us all closer".....

Of especial interest was the Pre-Conference meeting called by John Lorenz, Director of the Library Services Branch, to study plans for Centralized Technical Processing and Regional Service Centers. Evelyn Mullen and Helen Luce took an active part in these programs, which were most instructive for all of the State Agencies.

It was good to see Dick Darling who is doing such a fine job as Director of School Library Services in Livonia. Dick was initiated into Beta Phi Mu, the library science scholastic honorary fraternity, while he was at Midwinter.

This will be my last report to you as your ALA Councilor since my four year term ends after the Cleveland Conference next July. I have enjoyed being your representative and I thank you all for the privilege of serving you in this interesting capacity.

Ruth O. Longworth

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Constitution Committee Report

ALA Conference
Cleveland, Ohio
July 9–15
1961

Your committee considered several matters relating to constitution and bylaws, and is recommending changes as reported on page 61 of the January 1961 Quarterly.

Marjorie J. Moores
Lesley M. Heathcote
Chairman

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Report Of The Federal Coordinator

The past year will long be remembered as a time of jubilation because of the passage of the Extension of the Library Services Act. Fate of the measure hung in the balance for very nearly three months. Success had seemed to be assured until June 2nd when the powerful House Committee on Rules astounded us all by the denying the Act a "rule." This necessitated a most drastic step, that of getting the bill passed on a Motion to Suspend the Rules and this requires:
1. Consent of the Speaker of the House. (He must agree to entertain a motion to suspend the operation of the regular rules.)
2. A quorum (219) of the House members must be there when the vote is taken.
3. TWO-THIRDS of all those present and voting must vote YES. (This means that we must have between 270 and 292 affirmative votes, depending on the numbers of Representatives present.)

On Monday afternoon, August 22, after 40 minutes of intensive debate, a standing vote was demanded and the bill passed, 190 to 29! The comments of the many speakers who favored the bill were varied, ranging from the value of books and reading in the educational fiber of our country to the wise and frugal use that has been made of the money that has been appropriated. Over and over again the speakers emphasized the soundness of planning and the hard, devoted work that the librarians were doing in every state.

For the first time since the Library Services Act was passed in 1956, the entire amount authorized under the law was appropriated by Congress for this fiscal year, ending June 30, 1961. For the forthcoming year, the President's Budget message for the first time requests the full amount authorized by the law.

New bills in the 87th Congress of great interest to libraries are: Surplus Property which will make libraries eligible to receive such property; Interstate Compacts, to permit states to enter into agreements for the purpose of developing or operating library facilities and services; an extension of the National Defense Education Act for five years with possible amendments which will make additional funds available to school libraries.

New appointments in the Department of Health, Education and Welfare:
Secretary of HEW - Governor Abraham A. Ribicoff of Connecticut
Under Secretary of HEW - Ivan A. Nestigen, Mayor of Madison, Wisconsin
Assistant Secretary for Legislation - Wilbur J. Cohen, professor of public welfare administration, University of Michigan
Commissioner of Education -Sterling M. McMurrin, professor of philosophy and academic vice-president of the University of Utah.

Ruth O. Longworth

National Library Week

April 8–14, 1962

Report Of The Friends Of The Library

The past year being a legislative year, the work of the Montana Friends of the Library was centered around support for the Montana State Library Extension Commission budget. Friends in every corner of the State rallied to the call for support with enthusiasm.

I am pleased to report a new Friends of the Library group was started in Lincoln County.

As reports of the planning for the National Library Week program come in, it is obvious that Friends supported the celebration of the Week in their various communities.

I have a report of the reactivation of the Glacier County Friends of the Library and I want to extend our best wishes to them.

Friends groups in Billings and Great Falls continued their enthusiastic support of Library programs there.

Of course we all know the fine job that Friends of the Hill County Library have been doing for many years and they continued in the same spirit this last year.

Friends of the Conrad Public Library had the annual banquet meeting, which was well attended and getting to be one of the outstanding events of that city.

Friends in Mineral County and Stillwater County are supporting their libraries in a very fine manner.

The Friends of the Butte Public Library are doing an important job in that city.

I don't want to close my report without commenting on the effective job that women's clubs and home demonstration clubs are doing for libraries. I want to take this opportunity to tell you that it has been a pleasure to me to serve as your chairman during the past year.

Respectfully submitted

Jack Richardson, Chairman

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Library Development Committee

Library development in Montana will continue to forge ahead with the extension of the Library Services Act for another five years. On June 30, 1961, Montana will end its fifth year of participation in the program provided under the Library Services Act with a significant record of accomplishment.

173,302 people (close to 1/3 of the population of the state) now have improved or extended library service. 3,313 people without service of any kind prior to the Act are now being served.

18 counties with little or no rural service now have a much improved library situation.

4 Federations of libraries are now in existence, three of them on a self-supporting basis.

4 Bookmobiles have been purchased to facilitate service to remote communities and to freshen the supply of books in the libraries participating in the federations.

6 counties are now receiving county tax for library support where earlier there was none. Generally, throughout the State, library support in both city and county systems has been increased. Thus, the purpose of the Act, which is to help us to help ourselves, is being realized.

During the past year, the staff of the State Library Commission made 151 consultative visits to libraries, giving on-the-job help with library problems and conferring with library boards and boards of county commissioners; attended 20 meetings of both the Northwest and the Sagebrush federations, which are also a type of workshop for the participating libraries; took part in 25 programs as guest speakers; made 8 visits to the libraries of state institutions; and held 65 conferences with groups who were interested in helping to improve the library situation both in their local area and in the state.

Six large weeding jobs were completed, and in three libraries, the collections were completely processed and cataloged at Commission Headquarters.

Cooperation with school libraries continues through regular meetings of the State School Library Committee. Implementation of school library standards of the American Library Association are being considered as is the compilation of a school library manual.

As part of the library development program in Montana, a statewide recruitment program was undertaken in March. Posters and leaflets highlighting librarianship as a career were sent to all public libraries in the State, to all schools and to guidance counselors in the schools. Mr. Dolf Jennings, gave his full support in launching this recruitment plan. Recruitment also was emphasized as a part of National Library Week.

An Institute on Extending Library Service will be held at Montana State University from July 17 through July 28, 1961. This Institute will be conducted by Mrs. Gretchen Schenk assisted by Mrs. Alma Jacobs, Librarian of the Great Falls Public Library, and Mrs. Geneva Penland, Assistant Professor of Education at Montana State University, who teaches the courses in Library Science at the University.

The suggestion has been made to the Library Development Committee of

the Pacific Northwest Library Association that this Committee study the possibility of an organization for the enforcement of standards for elementary school libraries as now exists for secondary school. Since regional accrediting associations for secondary schools and institutions of higher education are voluntary associations, perhaps the Northwest Accrediting Association could be enlarged to include elementary schools, or there could be a separate division within the Association for elementary schools. The PNLA Library Development Committee will, no doubt, discuss this matter at the PNLA Conference in Eugene, Oregon, in September, and it is the hope of your Library Development Committee that the PNLA Committee will make a recommendation for action either to the Northwest Accrediting Association or to the National Commission on Accrediting. This is another area in which the PNLA could take the lead in pioneering. Certainly, if standards for school libraries are left to the states, nothing will ever be done about the situation since some states would have high standards and others very low ones. Should such standards for elementary schools be adopted, this would be real progress indeed in library development, not only for Montana but also for the entire Northwest region.

Mrs. Perl Coombs
Mrs. Helen Ewing
Mrs. Inez Herrig
Mrs. Alma Jacobs
Mrs. Ruth Longworth
Mrs. Clare Smith
Evelyn Swant
Kathleen Campbell, Chairman

Committee On Meeting Place For 1962

The Montana State Library Association has grown to such a large size that there is a housing difficulty when the meeting is held in smaller towns. It is also a fact that in the larger centers the hotels have staffs which aid in Convention preparations thus relieving the local librarians of much tedious work. Because of these reasons, the Committee recommends that all future meetings of the Montana State Library Association be rotated between the three cities of Missoula, Billings and Great Falls and that the 1962 meeting of the Montana State Library Association be held in Missoula.

Mary Almas Antunes
Mrs. Helen Micka

MEMBERSHIP COMMITTEE

REPORT

1960 – 1961

PROFESSIONAL

Members as of April 1, 1960	153
Members as of April 1, 1961	164
Gain of Membership	11

ASSOCIATE

Members as of April 1, 1960	154
Members as of April 1, 1961	182
Gain of Membership	28

LIFE

Life Members as of April 1, 1960	15
Life Members as of April 1, 1961	13
Loss of Membership (2 members deceased)	2

TOTAL MEMBERSHIP

Professional Members as of April 1, 1961	164
Associate Members as of April 1, 1961	182
Life Members as of April 1, 1961	13
Total Membership as of April 1, 1961	359

Respectfully submitted,

Natalie Sliepcevich, Chairman
Mr. William B. Forsyth
Mr. Jack Richardson

Report Of The Montana Author's Committee

The Montana Authors' Committee has completed the compilation of material for inclusion in the first supplement of WHO'S WHO AMONG NORTHWEST AUTHORS. According to present plans this supplement will be available when the Pacific Northwest Library Association meets next fall in Eugene, Oregon.

May I take this opportunity to thank the committee members and others who assisted in securing the information needed for the supplement.

Jean Davis, Chairman

PNLA Conference Eugene, Oregon September 7–9 1961

National Library Week

A full report of National Library Week 1961 is forthcoming soon after the week set aside for focusing special attention on books and libraries has terminated. Long after that date, the special activities initiated in Montana during April 16-22, will continue in long-term programs of library interpretation, library use and good reading.

Dr. Paul McCleave, Director of Admissions and Development at the Montana State College, was appointed State Chairman of the Montana Committee for NLW 1961. Peg Gadbow, State Library Commission, Missoula, was named Executive Director. The following members serve on the Committee with Dr. McCleave and Mrs. Gadbow. Lyle Achenbach, Helena; A. E. Allen, Missoula; Mrs. Charlotte Brader, Havre; L. O. Brockmann, Havre; Mrs. Betty Case, Missoula; Mrs. Frances Dufraine, Great Falls; Mrs. Helen Ewing, Glasgow; Geraldine Fenn, Bozeman; Mrs. Norma Flesch, Shelby; Thomas Haines, Missoula; Mrs. Alma Jacobs, Great Falls; Thomas Jermin, Great Falls; William Johnson, Helena; Harriet Miller, Helena; Mrs. Dorothea Neath, Helena; Andy Oja, Helena; Mrs. Constance Piccioni, Bozeman; Jack Richardson, Great Falls; Mel Ruder, Columbia Falls; Charles Seifert, Helena; Mrs. Mary Shipley, Miles City; Mrs. Frances Wells, Helena; Reverend White, Helena; and Amy Wold, Bozeman.

An organizational and planning meeting attended by sixteen members was held in Helena on November 22. After a discussion of the back-

ground and purposes of the Week, plans were outlined for an effective NLW program and committee assignments for statewide projects made by Dr. McCleave.

Because of the problems of distances in Montana, it was decided that frequent letters and a monthly news release could supplant further State Committee meetings. All members have cooperated in co-ordinating efforts by mail.

Statewide projects include the posting of ten highway billboards; use of postage meter slugs, three statewide contests, uniform telephone listing of all public libraries under "Library", and the placing of directional signs pointing to every public library in the state, a project initiated last year.

Two recommendations of the State Committee of NLW 1961 to the Montana Library Association are: first, that the NLW committee be given a more permanent status; and second, that the Montana State Library Association seek a governor's conference on library needs.

The State Committee has worked to keep in touch with librarians, school administrators, friends, trustees, organizations and clubs, urging all out support of the purposes of the Week and use of every possible medium to publicize the values of reading and the corresponding importance of libraries of all kinds.

National Library Week in Montana will have a real send-off on April 15, the inaugural Saturday of the Week. At a very special ceremony, Conrad Public Library will receive a plaque and a check for $1,000 as a winner of the Dorothy Canfield Fisher Award.

Early reports indicate that local observances are planned by schools, both private and public; colleges and public libraries in every area of the state; and that friends, trustees, and club and association members are rallying to help librarians with a variety of imaginative and stimulating celebrations. Radic and TV stations and newspapers have been especially cooperative in giving space to library news and the ten large outdoor billboards have been placed in strategic places in the state through the courtesy of four Montana Outdoor Advertising agencies.

Committee members and good library friends were active in acquainting the legislators with the responsibility of good government to provide library service and worked for increased appropriation for the State Library Commission. Editorials and articles for state publications, fact sheets and NLW program suggestions have been written and distributed by the Committee to various groups in the state. Promotional materials, purchased from National Headquarters, have been used to supplement local orders.

Nationwide as well as in the state, thousands of people are joining in the observances of the Week. Thanks to an enterprising and conscientious State Committee and the good help and cooperation from all of you, there is no doubt that this year's celebration will be most successful and impressive.

Paul B. McCleave
State Chairman, NLW 1961

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Nominating Committee Report

The Nominating Committee of the Montana State Library Association submits the following slate of officers:

President - (elected last year) Mrs. Clare Smith, Carnegie Public Library, Miles City, Montana.

Vice-President and President Elect Mrs. Mary Antunes, Havre Public Library, Havre, Montana.

Secretary - Mrs. Helen Anderson, Great Falls Public Library, Great Falls, Montana.

Treasurer - Mrs. Rita Nelson, Montana State University Library, Missoula, Montana.

A.L.A. Councilor - Kathleen Campbell, Librarian, Montana State University Library, Missoula, Montana.

The slate of officers was distributed to members of the Association by mail in the April issue of the Montana Library Quarterly.

Respectfully submitted

Mrs. Bernice Hanson
Mrs. Mildred Holland
Mrs. Alma S. Jacobs, Chairman

Report Of The PNLA Representative

The Executive Board of PNLA met in session on Saturday afternoon, September 24th, following the excellent conference at Sun Valley. The dates set for the 1961 conference are September 7, 8, and 9, 1961 in Eugene, Oregon, with the general theme of "Dynamic Librarianship." The program of the convention will be concerned primarily with communications, aimed to reach librarians, teachers, trustees and citizens, to make them aware of library programs and to aid them in finding means to implement the programs suggested by the PNLA survey at the local level.

We are pleased to announce that Merwin Moores, Librarian of the Northern Montana College Library, has accepted the nomination for 1st Vice-President, President Elect for next year. Morey will appreciate the full cooperation of Montana librarians to make his year as president memorable.

Mrs. Ruth O. Longworth

Publications Committee Report

This year we published 205 pages in the Quarterly, and we increased the number of subscribers and advertisers. We experienced some difficulty at first in getting it run off. It became too much of a chore to ask the College Library to absorb any longer so we tried various commercial places. The prices varied amazingly, and naturally we took the lowest. This company folded up around Christmas time, but we have now found a reliable place to have it done at a very reasonable price. We think we shall be able to handle it within our own income, without asking for help from the Association treasury. The new stencils are duplimats which involved the learning of a number of different techniques, but we think all is now under control.

With volume 6, number 2, January 1961, we changed the color of the covers and because within the next five years the golden jubilee of the Association will be celebrated, we picked gold. With volume 6, number 1, October 1960 we began to print the volume, number and date on the outside of the front cover. The January issue dealt with school libraries, and Mrs. Frances Wells, as guest editor, did a superlative job. We hope this practice may be repeated next year, and that we may also devote an issue to trustees and friends.

Following the suggestion made at the last conference, we have sent out sample copies to many of the library schools and the state agencies, suggesting that they subscribe. We have had fairly good success with the former group, and have not done too well with the latter.

Our journal is becoming known! Mrs. McNamer's talk "The Role of the Library Trustee" will be reprinted in the Wilson Library Bulletin, which has also taken Vincent Werner's conference talk on "Facts About Your Architect". Geraldine Fenn's article "4-Hers Reach Out With Reading" which appeared in the January 1960 Quarterly has been reprinted in Junior Libraries, complete with pictures.

Statistics	1959/60	1960/61
Number of pages	181	205
Number of subscriptions	11	22
Number of advertisers	10	11
Income from subscriptions	$ 22.00	$ 44.00
Income from advertisers	$375.50	$403.50

Mary Hagerty
Ruth O. Longworth
Lesley M. Heathcote, Chairman

Report Of Publicity Committee

The following is a brief summary of library publicity for the past year. Though not complete, the report is representative of the state and your committee is grateful to those who took the time to participate in the survey. We did not ask every library for a statement but tried to include generally, the public and school libraries to make up the publicity picture.

It is our observation that most Montana cities and communities are becoming more "library minded" than ever before. Many organizations feel that libraries are good community projects and do much to tell the library story to all the people. Some civic and fraternal organizations plan to use library items in their state magazines. The need is great and we need all the inside and outside help we can get to project the story.

Reports indicated that radio, TV and newspapers were most cooperative agencies for carrying publicity. PUBLICITY is a requirement for successful library activities and the activities are news items of community interest and help the editor too, doesn't it?

Public relations and community interest have gained support through our many special programs and exhibits. "Friends of the Library" banquets with guest speakers, have promises of becoming annual affairs in some areas. Attractive bulletin boards, decorations and artistic displays invite the talents and interests of individuals, organizations and young people's groups to participate in presenting original ideas of interpretation.

Several librarians reported that comprehensive planning for National Library Week brought their publicity to an all-time high. Open house activities with teas and coffee breaks as well as grade school and scout visitors have exposed many to the library for the first time.

The use of book lists, reviews and printed folders etc. describing library services and facilities have been a fine source of publicity.

The survey included the school library program and reports indicated that publicity through local and school papers had good coverage. All schools reporting said publicity is important and helps to promote the use of their libraries--(here too, is a wonderful opportunity to make use of student talent). Both school and public libraries proclaimed excellent cooperation that is beneficial to both. It is evident that in some areas, school libraries are taking on a "new look". There is now strength and improvement where once there was weakness or even little determination to do anything about the problem. Here again, publicity has helped share the responsibility of getting books and people together. It is a time consuming and a demanding responsibility to acquire successful LIBRARY INTERPRETATION. We need all the help we can get and must make every effort to use it. Our librarians are doing just that!

Respectfully submitted,

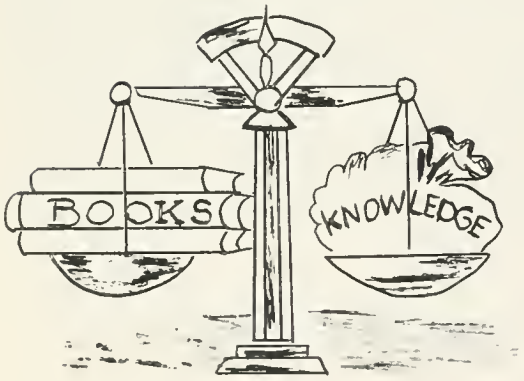
Mrs. Irene Greenleaf
Mrs. Mary Stamm
Mrs. Mable Engelter, Chairman

Report Of The Scholarship Committee

The Scholarship Committee worked on suggestions for an Association sponsored scholarship to be presented to the Executive Board of the Association at the Glendive meeting. The members of the committee offered two programs, one for graduate study, and one for study in the under-graduate library science program of Montana State University or Montana State College. The committee felt that determination of the value of the scholarship would have to be left to the Executive Board since it would be dependent on available funds.

Respectfully submitted

Mrs. Letitia K. Johnson
Mrs. Ruth O. Longworth
Mrs. Alma S. Jacobs



School Librarian Division

The Division of School Librarians applied to the American Association of School Librarians for a second year as a pilot state, but we were not chosen. However, Mrs. Letitia Johnson, State Implementation Chairman, and Mrs. Frances Wells, MASL chairman, attended a leadership conference in Chicago on "Planning For School Library Development" sponsored by AASL and the School Library Development Project.

The conference brought together leaders from each state for intensive study and exploration of plans to implement the 1960 standards for school library programs.

Throughout the year MASL has urged school librarians and administrators to use these standards as goals for the future.

In July, 1960, the American Association of School Librarians became a department of the National Education Association. Headquarters will remain at the American Library Association in Chicago with Eleanor Ahlers as Executive Secretary. This action does not confer automatic membership in NEA on members of AASL, nor does membership in ALA confer membership on NEA members. I would like to remind the school librarians it would be to their advantage to belong to both organizations.

I wish to express my appreciation to MSLA Board members for arranging a Saturday convention program in which both public and school li-

brarians could discuss the Library Image together.

I also wish to thank MSLA for the opportunity given me to attend the conference in Chicago.

Mrs. Frances Wells, Chairman
Division of School Libraries
Montana State Library Association

State Library Commission Report

The past year has been an exceedingly eventful year for libraries in Montana. The outstanding event is, I am sure, the passage of the extension of the Library Services Act on August 22nd, 1960. Nearly three months of uncertainty preceded this date, during which time the librarians, trustees and Friends of the state worked very hard indeed to make their wishes known in Washington. Montana's delegation has played a vital role in securing the passage of the original act and gave full and effective support to its extension.

The Federations of libraries are proving daily the value of this cooperative plan of service. The Northwest Federation became entirely self-supporting, as of July 1st, 1960 and will soon receive a new and larger bookmobile to facilitate service in the two participating counties. The Great Falls Public Library continues to serve Cascade and Pondera counties, through bookmobile and through the branch libraries which are a part of the system. Mrs. Beatrice O'Mahoney has been appointed Extension Librarian and has developed an excellent program of in-service training for the branch librarians. Circulation figures continue to increase as more and more of the residents avail themselves of the service. The Sagebrush Federation received its bookmobile in May of 1960 and service is now in full swing. Scheduled for this spring is a meeting with the County Commissioners of the five participating counties, to consider a budget, sufficient to continue the federation on a self-supporting basis. The Carnegie Public Library at Miles City is the center from which the bookmobile operates and where the books are purchased and processed.

Fallon and Richland counties presented petitions for county-wide library service and received favorable action from the County Commissioners. On April 4th, a public meeting is scheduled in Lewistown, to consider similar petitions that have been presented from the residents of Fergus County. Service here, if the action is favorable, will be provided through contract with the Carnegie Public Library in Lewistown.

The Pilot Workshop on Library Interpretation, held on June 6-7, resulted in the publication of "The Library Image," written by Miriam McNally in cooperation with the participants of the workshop. Comment has been most enthusiastic from many places in the nation and Miriam reports that a second printing is necessary. The manual will be used for the entire program of MSLA in Glendive.

Workshops and institutes were held at various places in the state: on Story Telling, Library Organization and Children's Literature. In addition, the staff made 151 consultative visits to libraries, giving on-the-job help with library problems and conferring with the li-

brary boards of county commissioners, attended twenty meetings of both the Northwest and Sagebrush federations, which are also a type of workshop for the participating libraries, took part in twenty-five programs as guest speakers, made eight visits to the libraries of state institutions and held sixty-five conferences with groups who were interested in helping to improve the library situation, both in their local area and in the state. The staff traveled a total of 34,250 miles in the state during the year.

Six large weeding jobs were accomplished and in three libraries, the collections were completely processed and were cataloged at Headquarters.

The name of the State Library Extension Commission was changed by the 37th Legislative Assembly to the State Library Commission and the title of the Secretary changed to that of Librarian. A budget increase of $7,063 a year was allowed giving the state agency $46,335 a year on which to operate. While this is far short of the request, we feel that an increase in any amount is good in a year when the legislature seemed predominantly interested in reducing the budgets of all departments.

Mrs. Ruth O. Longworth

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Say You Saw It In
The Montana
Library Quarterly

MONTANA STATE LIBRARY ASSOCIATION CONSTITUTION AND BYLAWS

AMENDED MAY 1954
AMENDED SEPTEMBER 1956
AMENDED MAY 1958
AMENDED MAY 1959
AMENDED MAY 1961

CONSTITUTION

ARTICLE I

NAME

The name of this organization shall be the MONTANA STATE LIBRARY ASSOCIATION.

ARTICLE II

OBJECT

The object of this Association shall be to promote library interests and development and raise standards of library service in Montana.

ARTICLE III

MEMBERSHIP

Section 1: There shall be seven classes of members: Active, Associate, Life, Contributing, Institutional, Ex-Officio, and Honorary.

Section 2: ACTIVE MEMBERS. Any person actually or previously engaged in library work, or any graduate of an accredited library school may become an active member of this Association and be entitled to all its privileges upon payment of the dues as provided in the Bylaws.

Section 3: ASSOCIATE MEMBERS. Any person interested in library work may become an associate member upon payment of the dues as provided in the Bylaws, and shall be entitled to all the privileges of this Association except the right to vote and to hold office.

Section 4: LIFE MEMBERS. Any person eligible for active membership may become a life member upon payment of the dues as provided in the Bylaws.

Section 5: CONTRIBUTING MEMBERS. Any person or institution eligible for membership may become a contributing member upon payment of the dues as provided in the Bylaws.

Section 6: EX-OFFICIO MEMBERS. A library's membership in this Association shall entitle the members of the governing board to be ex-officio members.

Section 7: INSTITUTIONAL MEMBERS. Any institution or association engaged in library work or otherwise interested in library work may become a member of this Association upon payment of dues as provided in the Bylaws.

Section 8: HONORARY MEMBERS. Upon recommendation of the executive board, the Association may, from time to time, elect honorary members who shall pay no dues but who shall be entitled to all the privileges of this Association except the right to vote and to hold office.

Section 9: MEMBERSHIP ELIGIBILITY. The executive board of this Association shall pass on the eligibility of all applicants for membership, in accordance with the provisions of the preceding sections of this article.

Section 10: VOTING PRIVILEGES. Each active, life, contributing, and institutional member of the Association in good standing shall be entitled to all voting privileges. The governing board of each institutional member may have, through a delegated representative, one vote on all questions which come before the Association.

ARTICLE IV

OFFICERS

Section 1: NUMBER OF OFFICERS. The officers of the Association shall be a president, a vice-president who shall be president-elect, a secretary, and a treasurer. The officers, together with the past president, the representative to PNLA and the representative to ALA, shall constitute the Executive Board.

Section 2: TERM OF OFFICE. The term of office shall be one year with the exception that the office of Treasurer shall be for a two-year term, or until new officers are elected.

Section 3: DUTIES OF OFFICERS.

a. The president shall perform the duties that usually pertain to that office. In addition to his regular duties, he shall plan the program for the annual meeting and at that meeting he shall make a report to the members on the condition and affairs of the Association.

b. The vice-president shall perform the duties that usually pertain to that office.

c. The secretary shall keep a record of the proceedings of the annual meeting and of the meetings of the Executive Board and shall perform such other duties as shall be assigned to him.

d. The treasurer shall keep a roll of members, shall notify delinquent members of unpaid dues, shall receive all money, keeping an account thereof, pay all bills authorized by the Association or its Executive Board, preserve all official papers and vouchers, and make an annual report of all financial transactions.

ARTICLE V

REGIONAL AND NATIONAL REPRESENTATION

Section 1: REPRESENTATION IN THE PACIFIC NORTHWEST LIBRARY ASSOCIATION. A member of this Association, who is also a member of PNLA, shall be elected as a non-officer Board member of the PNLA for a term of two years, beginning of such term to coincide with that of the officers of PNLA.

Section 2: REPRESENTATION IN THE AMERICAN LIBRARY ASSOCIATION. A member of this Association, who is also a member of ALA shall be elected as ALA Council representative for a term of four years, beginning of such term to coincide with that of the officers of ALA.

Section 3: BOARD MEMBER OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION AND COUNCILOR OF THE AMERICAN LIBRARY ASSOCIATION. These members shall serve as representatives of the Montana State Library Association to these respective organizations and shall form a liaison to interpret the wishes and policies of the Montana State Library Association to these organizations, and of these organizations to the Montana State Library Association. They shall each submit a written report at the annual meeting.

ARTICLE VI

QUORUM

Ten members shall constitute a quorum of the association for the transaction of business.

ARTICLE VII

AMENDMENTS

This Constitution may be amended at any regular meeting of the Association by a two-thirds vote of those present and voting, provided that notice of the amendment shall have been given to all members of the Association at least three weeks prior to the meeting at which the vote is to be taken; or by ballot sent by mail recording a two-thirds vote from those returning ballots.

BYLAWS

ARTICLE I

NOMINATIONS AND ELECTIONS

Section 1: NOMINATING COMMITTEE. The president shall appoint a Nominating Committee of three (3) members at least six months before the annual meeting.

Section 2: CANDIDATES AND METHOD OF VOTING. The Committee shall nominate candidates for the several offices and shall present these to the members in a ballot distributed by mail at least six weeks before the annual meeting of the Association. The candidates receiving the highest number of votes shall be elected.

Section 3: ASSUMPTION OF OFFICE. The result of the election shall be announced at the annual meeting and the new officers shall assume office June first (1).

ARTICLE II

YEAR

The fiscal year of the Association shall be June 1 to May 31.

ARTICLE III

DUES

Annual dues shall be payable before July 1. Dues for active members shall be on a sliding scale as follows: salaries under $2400, $1; salaries $2400-3599, $2; salaries $3600 or over, $3; associate members, $1; life members, $20; contributing members, $5; institutional members, $4.

ARTICLE IV

MEETINGS

Section 1: There shall be an annual meeting of the Association as hereinafter provided. Special meetings may be called by the Executive Board or by the president on request of six members of the Association. At least three weeks' notice of such special meetings shall be given, and only the business mentioned in the call shall be transacted.

Section 2: The annual meeting of the Association shall be held sometime during the first two weeks in May, the exact dates to be decided upon by January fifteenth of each year and announced in the next issue of the MONTANA LIBRARY QUARTERLY.

Section 3: At each annual meeting a registration fee shall be collected, the amount to be determined by the Executive Board each year.

ARTICLE V

COMMITTEES

Section 1: STANDING COMMITTEES. The president shall appoint all standing committees subject to the approval of the Executive Board. Each committee shall consist of at least three members. There shall be the following standing committees:

a. MEMBERSHIP. The committee shall endeavor to enlist a large and active membership in the Montana State Library Association.

b. PUBLICITY. The publicity committee shall see that the Association is represented in professional journals in the library field, and in news publications throughout the state; collect and assemble examples of publicity to be deposited with the Montana State Library Commission for circulation throughout the state or for exhibit at Montana State Library Association meetings.

Section 1:

c. LEGISLATIVE COMMITTEE. The Committee shall consider all legislation pertaining to libraries in Montana and make recommendations to the Association. The Committee shall also make arrangements for the Association to be represented during legislative sessions at which library legislation of interest to the Association is being considered.

d. MONTANA AUTHORS COMMITTEE. This Committee shall work closely with the P.N.L.A. Committee on Collections of Biographical Data on Northwest Authors and initiate and/or cooperate in any other studies concerned with Montana authors.

e. LIBRARY DEVELOPMENT COMMITTEE. This Committee shall work closely with the Montana State Library Commission to extend library service to all Montana citizens.

f. PUBLICATIONS COMMITTEE. This committee shall be responsible for the editing, production and distribution of the Montana Library Quarterly.

Section 2: SPECIAL COMMITTEES

a. The president shall appoint a conference chairman and at least two (2) more members from the hostess city to assist the president in executing the program for the annual meeting.

b. The president may, from time to time, appoint such other special committees as may seem desirable.

Section 3: COMMITTEE REPORTS. It shall be the duty of the standing and special committee chairmen to submit annual reports in writing at the annual meeting. If no annual meeting is held, reports shall be submitted to the president by May 1.

ARTICLE VI

DIVISIONS

Section 1: FORMATION OF DIVISIONS. Upon recommendation of the Executive Board, a new division may be formed by not less than ten members by a majority vote of the members of the Association present and voting at any annual conference; provided that, at least six months prior to the annual conference, the ten or more members submit a petition for the formation of the division to the Executive Board, and signify their intention to become charter members; and provided alsc that those members submitting the petition be actively engaged in the work that will be the special field of interest of the division.

Section 2: OFFICERS. The officers of the division shall be a chairman, a vice-chairman who is chairman-elect, and any other officers provided for in the bylaws of the Division.

Section 3: EXECUTIVE BOARD. The officers of the division and any other members provided for in the bylaws of the Division shall constitute the Executive Board of the division.

Section 4: MEETINGS. Annual meetings shall be held, concurrently with those of the Association.

Section 5: By June 15 of each year, the executive board of each division shall submit to the Executive Board of the Association a tentative budget for the support of that year's work; on the basis of this, and in the light of the Association's financial situation, the Executive Board of the Association shall allot a definite sum to each division, notification of the amount to be made to the division chairman by September 1.

ARTICLE VII

PARLIAMENTARY AUTHORITY

The rules contained in "Robert's Rules of Order, revised" shall govern the Association in all cases in which they are applicable and in which they are not inconsistent with these Bylaws.

ARTICLE VIII

AMENDMENT

These Bylaws may be amended by a two-thirds vote of those present and voting at any meeting of the Association.

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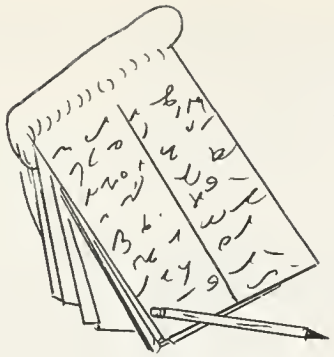

NEWS AND NOTES

Recruiting

The British Columbia Library Quarterly for April 1961 contains an article by Anne Smith on Recruiting. Not only does Miss Smith trace the history of recruiting in her province, but she also tells what was done. There are many suggestions here for publicizing the need for librarians, and Miss Smith has evaluated them. One that she conisders successful is an annual "Library Career Institute", which we could probably adapt for our Student Librarians Association. She also points out the need for close relationship between the recruiting committee and the public relations committee.

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John Cotton Dana Awards

Announcement of the results of the John Cotton Dana Publicity Awards contest has been made. No library in the Pacific Northwest was a recipient.

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Things to Come

If plans work out, we hope that the October issue of the Quarterly will be devoted to Friends and Trustees. The January issue will deal with school libraries. April should concentrate on recruitment and NLW.

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Trustees' Institute

A pre-conference institute for library trustees will be held in Cleveland July 8-9. The purposes are: (1) to "prepare for the situation trustees face in meeting the expanding opportunities for libraries in the 'sixties"; (2) to "examine policy making functions of trustees in relation to expanding services"; (3) program planning; (4) relations with the community; (5) budgeting; (6) legislation; (7) "to introduce sources of information on specific trustee functions and methods of using these materials". It would seem that any one of these topics could fill at least one day! The theme "Blueprint for Action" is apt.

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Study of Catalog Cards

As the first phase of the Library Technology Project's study of catalog card reproduction, "the concept of the catalog card as the most efficient and economical means of indexing a library's holdings" will be considered. It would be interesting if the study concluded that

a book-type catalog were better!

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Adult Education Grant

The Fund for Adult Education has made a terminal grant of $25,000 to the ALA for continued support of the Office of Adult Education. The grant will extend from 4 to 6 years, and the purpose is that the ALA shall continue to support the idea of the public library's responsibility for adult education both with the library and through cooperation with other organizations. Further, the Adult Services Division of the ALA is instructed to encourage the development of adult education sections within state library associations. Recently we saw a comment that adult education had not taken hold in this country to any extent; at least not to the same degree as in other countries. We wonder if this is true, and if it is, whether or not our widely disseminated formal education has anything to do with it.

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Survey of State Agencies

Supported by a $45,000 grant from the Carnegie Corporation of New York, a research group will survey state library agencies and their practices and will seek to develop standards for state library service, in line with standards already evolved for other types of libraries. The result should be very helpful, especially to those state library agencies that are still struggling for recognition and better budgets.

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Filmstrip on School Libraries

Remodeling the Elementary School Library is a 63 frame, 35 mm. color filmstrip depicting how one school system converted space designed for other purposes into attractive and functional library quarters. An accompanying manual gives detailed working drawings and helpful suggestions. Filmstrip and manual are available from the Publishing Dept. of ALA for $7.50.

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"Paths to Long Life"

A booklist selected to create a greater understanding of aging has been issued by the Adult Services Division of ALA. "Paths to Long Life" lists over 100 novels, short stories, dramas and essays providing views on aging and its effect on individuals. Available in quantities of 10-100 at 10¢ each from the Adult Services Division, ALA, 50 East Huron Street, Chicago 11, Illinois.

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Library Education

This ever-present preoccupation of librarians in the field will be considered at an institute to be held in Cleveland, Ohio in April 1962. Entitled "The Future of Library Education" and sponsored by the Library Service Branch of the U. S. Office of Education and by the Western Reserve University School of Library Science, it will explore needed changes in emphasis and new subject content in library school programs in the light of demographic, social and economic changes anticipated in America. Serving as a point of departure will be a collection of essays, edited by F. L. Schick and entitled "The Future of Library Service," which will appear as the July-October 1961 issue of Library Trends (University of Illinois Graduate School of Library Science). Representatives of library schools and practicing li-

brarians from all types of libraries will be brought together.

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Promotional Material

The Children's Book Council has issued a two-page information sheet telling "How to Write to Publishers for Promotional Material or Information". It tells briefly and concisely where and how to write to obtain the best and quickest response. Single copies may be obtained free from the Council at 175 Fifth Avenue, New York 10; send a stamped, self-addressed envelope.

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Proposed ALA Dues Increase

Publicity has been given to the proposed increase in ALA dues to be presented to the Council at the Cleveland conference. Dues in the lowest bracket (up to $3,000) will remain at $6.00, but from then on they go up $4.00 per category. Institutional dues will also rise, and life membership goes from $200 to $500. Whether or not you are in favor of this increase, it would seem that the membership as a whole should be consulted. It appears that the Council will be asked to decide whether the membership present at the Cleveland conference will vote on it for the whole membership, or whether a mail vote shall be taken. As probably no more than 20% of the members will be at Cleveland, it would seem only right that a mail vote should be taken. Ruth Longworth is our Counselor through the Cleveland meeting and you may wish to express your opinion to her immediately.

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Books for Primary Grades

The Subject Index to Books for Primary Grades, 2nd ed., by Mary K. Eakin and Eleanor Merritt is now available from ALA for $4.50.

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Mrs. Frances Wells is moving to Billings where she will be Librarian at West High School. She also has been appointed Consultant for the Standard Catalog for High School Libraries, basic edition, which is to be published in 1962.

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